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Health of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

GOVERNMENT DOCUMENTS
COLLECTION

1994

University of Massachusetts
February 1994

Please print or type:

UXBRIDGE CHARTER MIDDLE SCHOOL COMMITTEE

Name of organization/group filing for charter school status

Contact Person Name:	Marianne Valle	
Signature:	<i>Marianne Valle</i>	Date: 2 / 15/1994
Title:	Co-Chair Uxbridge Charter Middle School Committee	
Address:	59 Witek Street	
City:	Uxbridge	
State:	Massachusetts	
Zip:	01569	
Telephone:	Home: 508-278-5471 Work: 508-278-8651	
Fax:		

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15 th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Lynne M.H. Ritucci Signature: Lynne M.H. Ritucci Date: 2/15/94
Address: 100 Myrtle St. City: Uxbridge State: MA Zip: 01569
Tel: 508-384-6074

Name: Mary St. John Signature: Mary St. John Date: 2/15/94
Address: 720 Hartford Ave, E City: Uxbridge State: MA Zip: 01569
Tel: 508-278-7274

Name: Anna Head-Kogut Signature: Anna Head-Kogut Date: 2/15/94
Address: 80 Elmdale Rd. City: Uxbridge State: MA Zip: 01569
Tel: 508-278-7103

Name: Carolyn A. Kogut Signature: Carolyn A. Kogut Date: 2/15/94
Address: 87 Linwood St. City: Linwood State: MA Zip: 01525
Tel: 508-278-3173

Name: Elissa Loomis Signature: Elissa Loomis Date: 2/15/94
Address: 45 Witek Street City: Uxbridge, State: MA Zip: 01569
Tel: 508-278-3537

Name: Robert C. Wills Signature: Robert C. Wills Date: 2/15/94
Address: 105 Johnson Road City: Uxbridge State: MA Zip: 01569
Tel: 508-278-3995

Name: Gail Epstein Signature: Gail Epstein Date: 2/15/94
Address: 608 Elmwood Ave City: Uxbridge State: MA Zip: 01569
Tel: 508-278-3569

Name: Marianne Valle Signature: Marianne Valle Date: 2/15/94
Address: 59 Witek Street City: Uxbridge State: MA Zip: 01569
Tel: 508-278-5471

If more space is required, please attach additional sheets.

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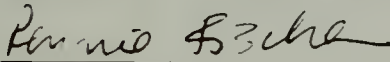
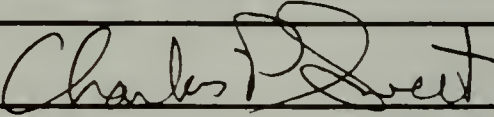
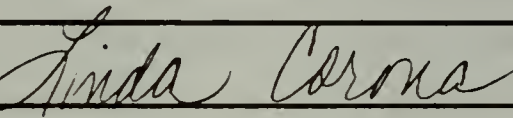
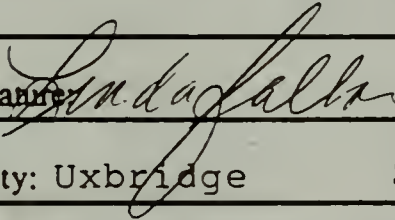
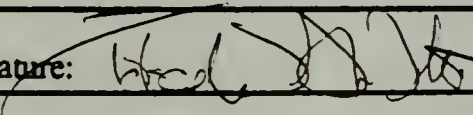
Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

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(This signature sheet *must* be attached to the application when it is filed.)

Name: Ronnie Fisher	Signature: 	Date: 2/15/94
Address: 510 Mendon St.	City: Uxbridge	State: MA
		Zip: 01569
		Tel: 508-476-7672
Name: Charles Sweet	Signature: 	Date: 2/13/94
Address: 510 Mendon St.	City: Uxbridge	State: MA
		Zip: 01569
		Tel: 508-476-7672
Name: Linda Corona	Signature: 	Date: 2-13-94
Address: 192 Granite Street	City: Uxbridge	State: MA
		Zip: 01569
		Tel: 508-278-6226
Name: Linda Faltous	Signature: 	Date: 2/15/94
Address: 15 Old Elmdale Rd.	City: Uxbridge	State: MA
		Zip: 01569
		Tel: 508-278-3805
Name: Robert St. John	Signature: 	Date: 2/15/94
Address: 720 Hartford Ave, E	City: Uxbridge	State: MA
		Zip: 01569
		Tel: 508-278-5149
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

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APPLICATION: Part I

1. MISSION STATEMENT

A. Describe the core philosophy or underlying purpose of the school.

The Uxbridge Charter Middle School Committee seeks to create a Charter School for students in grades five through eight.

The mission is to provide a developmental approach to learning which acknowledges and respects the unique qualities of the middle school child. This approach recognizes the child as an individual emerging from the period of childhood into early adolescence. This developmental approach focuses on the growth of the whole child including, intellectual, emotional, social, physical and creative development. These aspects of the child's development are inseparable and therefore the school takes an integrated approach to meet the child's individual learning style and needs.

The school will provide an environment where parents, students and teachers are viewed as partners, playing interdependent roles in the process of education.

Parents are valued for their intimate knowledge of their own child that they share with teachers. They are viewed as partners in their child's educational development.

Students are encouraged to take initiative and make choices in the active pursuit of knowledge both individually and as a cooperative member of the school and community.

Teachers are recognized as professionals with expertise in curriculum development and classroom management. They are facilitators who create an environment in which the students are empowered to identify their learning goals, find the necessary resources and follow their learning style.

This collaborative effort will ultimately lead to academic excellence and the pursuit of life long learning.

The Uxbridge Charter Middle School respects the values, uniqueness and individuality of each child and family. It instills respect in its students. It values the range of diversity found within the community from individual learning styles, to differing family structures, to the differences of cultural expression. The school nurtures diversity within its own community and encourages understanding of cultural diversity throughout the world. It is committed to education which is free of racism, sexism and prejudice.

2. SCHOOL OBJECTIVES

A. What are the school's broad academic objectives for student learning?

The applicants propose to develop and implement curriculum which:

- is integrated, using reading, writing, speaking and computer technology in all areas;
- encourages a love of learning;
- is adaptable to each student's learning style;
- utilizes a variety of activities to emphasize each student's strengths while at the same time expanding the student's knowledge and skills;
- Utilizes cooperative learning techniques to demonstrate that getting along with others is a successful and legitimate way of solving problems;
- recognizes and respects the rapid changes of the early adolescent;
- is adaptable to a range of thinking skills;
- stresses discovery through hands on techniques;

Teachers will evaluate ongoing student progress:

- by monitoring students for understanding; focus is on learning;
- by student progress utilizing multiple methods/portfolio assessment.
- through tests which are designed by the teacher to reflect what is taught;
- through student self assessment of learning progress; the student through evaluating his/her own work will develop critical thinking skills and standards of quality;
- through state mandated testing.

B. Describe any non-academic goals for student performance.

The following represent the non-academic objectives of the proposed charter middle school.

students will:

- demonstrate the ability to set reasonable goals and make responsible decisions toward the desired goals;
- demonstrate the ability to solve conflicts in a non violent manner;
- recognize and respect for the inherent values and qualities of all human beings;
- achieve a sense of global awareness;
- demonstrate knowledge of how a participatory democracy works;
- recognize their individual responsibility as a member of the community;
- demonstrate respect for the environment;
- utilize the arts as a form of communication and expression;
- sustain a natural love for learning;

parents will:

- be empowered to actively participate in their child's/children's education.

teachers will:

- foster communication and understanding between parents and the emerging adolescent.

C. What type of community environment do you hope to foster at your school?

The applicants propose to create a school environment where

teachers will:

- be respected and valued as professionals;
- work collaboratively with the board to develop policies and regulations and implement them as necessary;
- conduct peer reviews of programs and practice;
- identify changes needed in the school, select curricula materials and instructional approaches;
- be responsible for meeting the needs of each student;
- model life long learning;
- facilitate experiences from which students construct their own knowledge;
- work in teams to develop the interconnectedness of material;
- interact with the community to facilitate real world experiences for the students.

students will:

- interact both intellectually and socially with others throughout the school day to develop an understanding of self and others;
- demonstrate respect for individuality;
- become reflective learners and take responsibility for their own learning;
- recognize the relationship of the information presented;
- use constructed knowledge to solve problems; develop critical thinking skills;
- recognize their own learning style;
- develop their own creativity and learn to appreciate the expression of others through writing, dramatics, art and music;
- apply the basics of reading, writing and math to real problem solving activities.

parents will:

- be partners in their child's/children's education;
- work collaboratively with teachers to meet their child's needs;
- continually strive to improve the quality of their child's education through active participation in the operations of the school;
- communicate openly with the teachers regarding their child's educational development;
- be welcome both as visitors and participants in classroom activities;
- provided with information on the curriculum to enhance their child's educational progress at home.

3. STATEMENT OF NEED

A. Why is there a need for this type of school?

To determine the need for the Uxbridge Charter Middle School, the applicants embarked on a three step process. Initially a meeting was held with Michael Ronan, Superintendent of the Uxbridge Public Schools. Following this meeting, a Public Forum was held to discuss the legislation which allows for charter schools and present the concept of a charter middle school in Uxbridge. Finally a telephone survey was conducted to determine parental interest in a charter middle school alternative.

Several of the applicants met with Mr. Ronan on November 3, 1993. Mr. Ronan expressed interest and support for a charter middle school initiative in Uxbridge. He stated that due to the issues which face the Uxbridge Middle School (Whitin School) the concept of the charter school would be accepted in large by the community. The issues currently facing the Whitin School were discussed. These issues are as follows:

- The Whitin School (grades 5-8) was built in the 1968 to reduce over crowding at the high school; the focus was not on the early adolescent.
- The organizational focus is departmental education, which utilizes tracking.
- The curriculum is focused on subject mater departmentalization and instruction is primarily lecture based.
- One third of the current faculty assigned to the Whitin School in 1968 remain on staff.
- The majority of the faculty are trained to educate either elementary or high school students.

Also discussed was a 1991 parental survey conducted by the Whitin School Site Advisory Council (see Appendix A). The recommendations of this survey included:

- The elimination of tracking
- Institution of an interdisciplinary curriculum
- Encouraging/allowing parent participation
- Developing a faculty committed to the pre-early adolescent

Mr. Ronan expressed belief that these changes would occur over a period of time, however the longevity of the faculty and the administrative constraints would prevent these changes from occurring in an expeditious fashion. For these reasons, Mr. Ronan stated that the community would be likely to support and be well served by a charter school initiative at the middle school level.

On December 6, 1993, the Uxbridge Charter Middle School Committee held a Public Forum at the Uxbridge Town Hall. A press release was published in all four of the local newspapers to encourage community participation.

The purpose of this forum was to provide information on the charter school legislation, to provide a brief history on the formation of the Uxbridge Charter Middle School Committee, to present the concept of a charter middle school in Uxbridge, and to encourage interested individuals to participate in the development of the proposal for Uxbridge Charter Middle School.

The materials presented during this forum were published by the four newspaper reporters who were present (see Appendix B). The Committee also recruited four individuals from the community to join our effort.

In January 1994 the Committee conducted a parent survey regarding interest in a charter middle school in Uxbridge (see Appendix C). The results of this survey indicated a strong interest among Uxbridge parents in a middle school alternative for their children.

B. Explain why a charter school would help effectively address this need.

The charter middle school proposed in this application would effectively address the pressing need for a true middle school in our community. As presented in the mission statement and objectives, the Uxbridge Charter Middle School will provide an environment which is focused on the early adolescent. This school will provide an integrated and developmentally appropriate curriculum that focuses on the individual student. The faculty employed will be knowledgeable and experienced in this creative approach to education.

4. SCHOOL DEMOGRAPHICS

A. Describe the area where the school will be located. If the facility has already been secured, please state so.

The applicants are presently proposing to utilize leased space from within the Uxbridge Public Schools for the location of the charter school.

On January 12, 1994, the applicants met with the Uxbridge Public School Committee (see Appendix D for minutes). The purpose of this meeting was to present the concept of a charter middle school in Uxbridge and open dialogue about the possibility of leasing space to the charter school, should a charter be granted.

The School Committee voiced unanimous support for the possibility of leasing space as well as equipment and contracting of special services. It was agreed that once a charter was granted that the School Committee would meet with the applicants and commence further discussion.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The applicants believe there are many benefits of locating the charter school within the Uxbridge Public Schools. These benefits include greater financial flexibility, minimal disruption of the student's peer relationships, and opportunity for interaction between the public school and charter school.

The financial implications of start up costs for a charter school are great. The current per pupil reimbursement for an Uxbridge middle school student is \$3,367. It can be anticipated that this figure will increase 6-7% in 1995 for a total of approximately \$3,600/pupil. The applicants intend to pursue a lease agreement with the Uxbridge Public Schools which allows for the use of equipment. Capital expenditures could then be planned for over a greater period of time. The impact of start up costs would be mitigated through the lease of this space.

The applicants are pursuing a charter middle school to provide an innovative alternative education for the early adolescent student. This period of emergence from childhood to early adolescence is marked by profound importance of the child's peer group. By providing a charter school within the existing public school the disruption to the child's social/peer group would be minimized. Students of this age might possibly be more amicable to enrolling in a charter school if they perceived little impact on their relationship with the peer group. Parents of potential students could also view this as beneficial for their child's social well being, hence enhancing recruitment.

The location of a charter school within the Uxbridge Public School is viewed by the applicants as an opportunity to serve as a model for change and innovation. The Uxbridge Public School will not be involved with the operations of the charter school, however, by locating the charter school within a public school building, there will inevitably be opportunity for interaction and exchange. This exchange would otherwise be limited if the charter school were to lease space elsewhere.

C. Describe any unique characteristics of the student population to be served.

The applicants seek to recruit and enroll students who will create a school environment that reflects the diversity of the community. Uxbridge is a rural community with a population of 10,415 (according to the 1993 census).

The income of Uxbridge residents is as follows:

per capita - \$16,531

median family - \$40,059

* 3% of families are below the poverty level

The following table provides statistical information from 1991-1992 which reflects the characteristics of the community and consequently the public school population.

Hispanic - 0.4 %

African American - 0.7%

Asian American - 0.6%

Native American - 0.0%

White - 98.4%

Special Education Population - 18.8%

194 of the 1569 students included in the foundation budget qualified for free or reduced lunches.

The applicants consider recruitment of students which are representative of the community and the Uxbridge Public Schools vital to the charter school's success. Although the cultural diversity of the community is limited, the economic diversity is apparent. The applicants have considered various marketing and recruitment strategies to reach all interested families.

D. What is the schools anticipated enrollment?

The applicants seek to create a charter middle school which will serve 50 students in grades 5-8. It is anticipated that the majority of these students will be currently enrolled in the Uxbridge Public Schools or will be students who reside in Uxbridge.

E. What grade levels will be served? How many students are expected to be in each grade grouping?

The classes will be grouped heterogeneously with approximately 25 students in a grade 5-6 grouping and 25 students in a grade 7-8 grouping. These grouping will be determined by the teachers based on the individual students' cognitive, emotional and social development.

5. RECRUITING AND MARKETING PLAN

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

The applicants are prepared to aggressively market and recruit families and students in order to create a school which reflects the diversity of the community. This would be accomplished through public forums, multimedia advertising, and community networking. The following plan illustrates the various strategies to be employed.

The data provided by the parent survey (see Appendix C) supports the theory that there will be a sufficient number of applicants from Uxbridge. Despite this, area communities are included in the outreach plan through the broad coverage provided by area cable and newspapers.

In preparing the marketing plan the applicants strategically considered the Uxbridge Public Schools' marking periods/report cards to present marketing information. This period was chosen as it was considered a time of heightened interest and awareness on the part of parents regarding their child's education.

Prior to beginning active recruitment, a recruitment committee will be formed. The purpose of this committee is to disseminate information, (including translation into appropriate languages) interface with

media personnel, plan and implement public forums and serve as resource persons to the community. The applicants believe that the information provided through these strategies will empower parents to make informed decisions regarding the best possible environment for their child's education.

B. Specifically, what type of outreach will be made to potential students and their families?

The following recruitment and marketing plan demonstrates the various outreach strategies to be employed.

STAGE I

April 1994

- Press releases to four local newspapers outlining the mission statement, objectives of the school, and status of charter approval.
- Televised presentation on philosophy and mission statement of Uxbridge Charter Middle School on local cable network (part I of III).
- Distribute factual information regarding the charter school through an insert in the New Uxbridge Times. This paper is distributed by mail to all Uxbridge households free of charge.
- Provide leaflets with factual information regarding the charter school in local businesses for distribution. These include Victory supermarket (the only grocery store), Uxbridge Laundromat (the only Laundromat), and local businesses/eating establishments (as permitted by the owners).
- Announcement of public meetings and forums on local radio stations WMRC (serves Milford and surrounding towns) and WTAJ (serves Worcester and Blackstone Valley)

STAGE II

June 1994

- Press release updating charter status.
- Anticipate news media coverage of ongoing negotiations with School Committee for lease of space.
- Televised presentation of public forum updating charter status on local cable channel (part II of III)
- Booths at community sponsored fairs/festivals (no religious affiliation).
- Pending approval, information will be provided to Uxbridge Public Schools for distribution upon request.
- Leaflets distributed to "Even Start" (adult/family literacy program) participants.
- Continued announcement of public meetings and forums on local radio stations.

STAGE III

November 1994

- Ongoing media support/coverage
- Televised presentation on local cable channel (part III of III).
- Pending approval of Uxbridge School Committee, information table at Whitin School open house.

STAGE IV

March 1995

- Public forum televised on local cable network which explains application processes, and is designed to promote a dialogue to clarify existing questions.
- Media coverage/support of charter approval and application process

6. ADMISSIONS POLICY

A. Describe the admission methods and standards you will use to select students.

- All students at grade level 5-8 will be eligible for enrollment in the Uxbridge Charter Middle School. Grade level will be determined by previous school records and interview by the Uxbridge Charter Middle School Administration.
- Parents or guardians of applying students must submit a statement of active involvement in the student's education and the operations of the school. They must also agree upon admission, to present a profile of the child.
- Special Education students, as defined by having an Individualized Education Plan, will be admitted to achieve diversity reflective of the community.
- In the event that there are more applicants than openings, students will be selected by lottery. First preference will be given to those students who are Uxbridge residents.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The Uxbridge Charter Middle School Committee is committed to a non-discriminatory admissions policy. The Committee believes that successful education emanates from involved parents and educators who have intimate knowledge of the students in their community.

[It takes a whole village to raise a child – African Proverb]

The Committee is a grassroots group of parents, educators and committed members of the community. In light of the low per pupil expenditures in Uxbridge, voluntary commitment of time and resources by this core of individuals will be critical to initial success of the charter school.

7. PROFILE OF FOUNDING COALITION

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

The Uxbridge Charter Middle School Committee is comprised of parents, educators, and committed members of the community. Each member of the Committee has provided a profile which outlines their individual involvement in the development of this proposal, pertinent experience/community involvement, and occupation (see Appendix E). It is evident from these profiles that the composition of the Committee is diverse. The common bond of the Committee is a commitment to quality education through the development of a charter school.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The Uxbridge Charter Middle School Committee formed in November 1993. This group developed in response to the Education Reform Act which provides for the formation of charter schools. Initially the Committee held meetings in the homes of various members. In December of 1993 the Committee began meeting weekly in the Uxbridge Town Hall to afford any interested individual(s) the opportunity to attend and participate in the meetings. The Committee believes that strong community participation will play a vital role in the acceptance and prosperity of the charter school. There is no specific affiliation with any existing schools, educational programs, businesses, non-profits or groups.

C. Include any plans for further recruitment of founders or organizers of the school.

The recruitment and marketing plan reflects future public meetings which will be held to recruit interested individuals.

The applicants recognize the need for contribution by professionals in the field of middle school education. Possible affiliation with Colleges and Universities which might support this charter school initiative will be pursued once an "official status" is granted.

The applicants also plan to recruit professionals with demonstrated expertise in education to act as an Educational Advisory Committee . These areas of expertise include (but are not limited to) adolescent behavior, gender fairness, science, math, diversity, alternative education practices, learning styles and computer technology. The purpose of this advisory committee will be to provide support in the development of a curriculum for middle school students.

8. TIMETABLE

A. Discuss a timetable of events leading to the opening of a charter school.

The following timetable represents a broad vision of steps necessary to open the Uxbridge Charter Middle School in July of 1995. The basis of this timetable is to elect a governing board and form committees to support the board. The committees will be responsible for completing extensive work/research , and providing recommended actions to the governing board.

Please see the following two pages for timetable breakdown.

8. TIMELINE – Uxbridge Charter Middle School

[illegible]

11

[illegible]

APPLICATION:

Part II

PREFACE

The applicants are preparing to open the proposed charter school in July 1995. Parts II and III have been answered as completely as possible at the present time.

9. EVIDENCE OF SUPPORT

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

The completion of this application is a testament of support and community backing for the concept of a charter middle school in Uxbridge. This process has required an extraordinary effort on the part of all of those involved.

This effort has included weekly meetings of committee members, public forums, interfacing with the news media, meeting with the Uxbridge School Committee, meeting with the Uxbridge Superintendent of Schools, contacting local officials and answering inquiry from individuals and parents with interest in the charter school.

These efforts have resulted in positive feed back from the community as evidenced by the results of the parent survey, the consideration by the School Committee to lease space and the various letters of support which have been received.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

In January 1994 the applicants completed a survey of Uxbridge parents regarding interest in a charter middle school (see Appendix C).

A random sample of households listed as having a child attending the second, third, fourth, fifth or sixth grades in Uxbridge were surveyed by telephone. From the total enrollment of 706 students attending the Uxbridge Public Schools (grades 2-6) a sample of 105 households was selected. A total of 83 households were reached for survey. Of these, 75 reported having a student who will be attending middle school in the next five years.

Following a brief description of charter schools and explanation of the concept of a charter middle school in Uxbridge, the respondents were asked if they might be interested in having the option of an alternative middle school for their children. 54 of the 75 respondents or 72% answered yes.

In analyzing the data, the sample of 25 who were not reached or declined to answer were considered. If this portion of the sample had responded that they would have children in the middle school, and they were "not interested" in a charter school option the percentage would drop from 72 % to 51%.

A sample size of 105 from a total population of 706 can be expected to reflect the responses of the total population with an accuracy of +/- 9%. At worst case this translates an interest of 51%. The interest level then ranges from as low as 42% to as high as 60%.

It is not reasonable to conclude from this research that 508 or even 360 of the parents surveyed will apply to admit their children to a charter middle school. However it does indicate a strong interest among Uxbridge parents in a middle school alternative for their children.

The applicants have solicited community support for this proposal since its inception. The following letters demonstrate this effort.

10. EDUCATIONAL PROGRAM

A. In detail, describe the educational program of the school.

B. What is the basis for the teaching methods to be used?

At this time no formal curriculum has been developed. The following principles and teaching methods will serve as a guide to further development of the curriculum:

- A thematic, integrated approach will be employed whenever appropriate to promote critical thinking, problem solving, and the connection of skills to contexts for relevant and useful applications.
- A student-centered approach to curriculum that encourages programs which will engage the interests of students and recognizes the multiple modes of learning (auditory, kinesthetic, and visual).



COMMONWEALTH OF MASSACHUSETTS
SENATE MAJORITY WHIP
STATE HOUSE BOSTON 02133 1053

SENATOR LOUIS P. BERTONAZZI

WORCESTER AND NORFOLK
DISTRICT

ROOM 320

TEL 617 722 1420

February 4, 1994

COMMITTEES

HEALTH CARE

VICE CHAIRMAN

WAYS AND MEANS

BANKS AND BANKING

RULES

STEERING AND POLICY

Piedad F. Robertson, Secretary
Executive Office of Education
Room 1401
One Ashburton Place
Boston, MA 02108-1696

Dear Secretary Robertson:

Submitted for your consideration is an application to begin implementation of a charter school which would operate in the Uxbridge area.

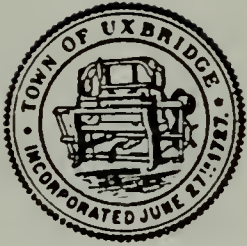
I was, and remain, a strong supporter of and advocate for charter school development in the Commonwealth. I am encouraged that interest in their formation exists within my senatorial district and hope that we will see the development, implementation and operation of charter schools in that part of the state.

I urge your careful consideration of the application submitted and trust that we will be able to move forward in a positive manner to broaden our educational options and opportunities for our school age children.

Thank you for your consideration this matter.

Sincerely,

LOUIS P. BERTONAZZI
State Senator



508-278-8600

OFFICE OF
THE BOARD OF SELECTMEN

TOWN HALL
21 SOUTH MAIN STREET
UXBRIDGE, MASSACHUSETTS 01569

February 9, 1994

Ms. Piedad Robertson
Secretary of Education
Room 1401
McCormack Building
1 Ashburton Place
Boston, MA 02108

RE: Charter School in the Town of Uxbridge, MA.

Dear Ms. Robertson:

As a member of the community, a tax payer, and a selectmen, I am requesting your support in creating a charter school in the Town of Uxbridge, MA.

In 1957, the Russians launched Sputnik, and the United States government claimed we were falling behind in technology and education. To combat these flaws in our system, we started spending massive amounts of dollars on education to regain our lead. It has failed to achieve its goals. Yet, we still believe that more money will prevail.

We have been experimenting with education using only one ingredient, money. If you were baking cakes and they continued to come out of the oven unsavory, would you still use the same recipe?

Uxbridge is fortunate to have a dedicated group of parents and residents willing to devote their time and energy to improving the education of children. They need your blessings and a charter school to start.

Thank you for your consideration.

Sincerely,

Charles H. Brundage,
Selectmen

331 EAST HARTFORD AVENUE
UXBRIDGE, MA 01569
FEBRUARY 7, 1994

EXECUTIVE OFFICE OF EDUCATION
PIEDAD F. ROBERTSON, SECRETARY
ONE ASHBURTON PLACE
ROOM 1401
BOSTON, MA 02108

DEAR SECRETARY ROBERTSON,

I AM WRITING IN SUPPORT OF THE CONCEPT OF THE DEVELOPMENT OF A CHARTER SCHOOL IN THE UXBRIDGE PUBLIC SCHOOLS. I AM PLEASED WITH THE POSSIBILITY THAT THE STUDENTS AND PARENTS OF UXBRIDGE MAY HAVE THE ABILITY TO CHOOSE AN ALTERNATIVE TO THEIR EDUCATIONAL PLAN AT THE MIDDLE SCHOOL LEVEL.

I AM LOOKING AT THIS EDUCATIONAL ALTERNATIVE FROM THREE DIFFERENT POINTS OF VIEW. I AM A TEACHER, A PARENT OF TWO YOUNG CHILDREN, AND A MEMBER OF THE UXBRIDGE SCHOOL COMMITTEE. I FIND THE POSSIBILITY OF AN ALTERNATE LEARNING APPROACH, ESPECIALLY AT THE MIDDLE SCHOOL LEVEL, TO BE EXCITING FROM ANY POINT OF VIEW.

ALTHOUGH THERE ARE MANY LOGISTICS TO BE WORKED OUT IF SUCH A PLAN IS TO BE INSTITUTED, I WOULD HOPE THAT YOU WOULD GIVE POSITIVE CONSIDERATION TO THE APPLICATION FROM THE PARENTS OF UXBRIDGE.

THANK YOU FOR YOUR TIME.

SINCERELY,

Karen Gervais-Maguire

KAREN GERVAIS-MAGUIRE

February 8, 1994

Executive Office of Education
Piedad F. Robertson, Secretary
1 Ashburton Place
Room 1401
Boston, MA 02108


To Whom It May Concern:

This letter is in reference to the Charter School application being submitted to you for review by the citizens of Uxbridge, MA.

As a parent of children in the Uxbridge school system, a member of the Uxbridge school committee and as a graduate student in Education, I fully support the innovative, exciting opportunity a charter school would provide for the families of Uxbridge. The group taking this initiative is made up of multi-talented, dedicated professionals. I have full confidence they will create a learning environment which will enhance the educational experience of the students able to attend the proposed charter school.

I look forward to seeing this vision become a reality. It will be a significant addition to an already exceptional school system.

Sincerely,


Debora J. Choquette

BLANCHARD EARLY CHILDHOOD CENTER

65 EAST HARTFORD AVE. NO. UXBRIDGE, MA 01538
(508) 278-8653

Before/After School Child Care Program

February 14th. 1994

Piedad F. Robertson. Secretary
Executive Office of Education
Room 1401
One Ashburton Place
Boston. MA 02108-1696

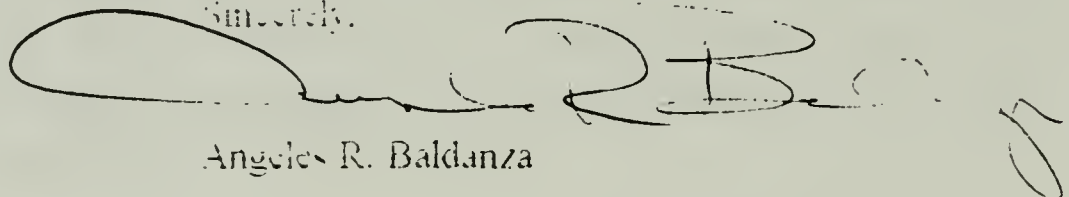
Dear Secretary Robertson

This letter is in support of the application for implementation of a charter school at the middle school level in the Town of Uxbridge. As a parent of five children, four who have come through the middle school and one currently in the sixth grade, I know that this age group, in particular, is the most difficult to reach and the most susceptible to damage.

I have personally advocated for excellence at the middle school level for years. I am past president of the Middle School P.A.C. I have been on the Middle School Site Council (now Advisory Council) for three years, and I am director of an extended day program which services children up through the eighth grade. My experience, with my own children in particular, has alerted me to the vast differences in the way children learn. Uxbridge has made a commitment to quality education and they continue to strive for best they can provide for the children of our community. But established systems do not have the luxury of providing significant options.

I am excited that there is a group of committed parents in our community who are willing and eager to provide this alternative to our middle school program. I would hope that you would consider their application carefully, and encourage the development of a charter school in our community.

Sincerely,



Angeles R. Baldanza

- Flexible class groupings which are reviewed annually so that they provide students with optimal opportunities for learning within a small school setting.
- Experience with collaboration, negotiation and group problem solving (rather than competitive experiences) to better equip students to function in an increasingly interdependent world.
- Curricular offerings will afford students the opportunity to make choices, participate in decision making, take risks and learn from their mistakes, so that they may become conscious of themselves as learners and further their own learning.

The applicants have completed some research regarding middle school curriculums and teaching methods. This research has been obtained from successful middle schools with similar philosophies. Research for this purpose will continue as outlined in the timetable.

The information obtained through this research will be utilized to develop a curriculum and teaching methods which reflect the philosophy and objectives of this proposal.

As previously stated, an Educational Advisory Committee will be developed to enlist support and guidance from professionals with expertise in middle school education.

The completion of the curriculum will occur as outlined in the timetable.

C. Describe the school calendar and hours of operation of the school.

An official school calendar has not yet been developed. It is anticipated that the calendar will mirror the calendar of the Uxbridge Public School. The Uxbridge Public Schools are currently proposing to increase the length of the school year. This proposal is contingent upon successful ratification of the teacher's contract. We anticipate that the new school year will exceed the recommendations to be made by the Massachusetts Commission on Time and Learning.

The applicants have considered an extended school year which would consist of 2-4 week outdoor classroom experience.

The school calendar will be finalized as outlined in the timetable.

To allow sufficient planning time for the faculty, a minimum of one day per month will be designated. No classes will be held during this time. These days will not count as instructional days.

11. STUDENT PERFORMANCE

A. Describe your proposed plan to assess student performance.

A formal plan to assess student performance has not yet been developed. Various methods are being considered including the following:

- Portfolio assessment
- Student assessment of their individual work in order to develop critical thinking skills and standards of quality.
- Continuous monitoring of the students understanding of the materials presented through exams designed by the teacher.
- Students will participate in all state mandated testing.

Research and development of a plan to assess student performance will continue as outlined in the timetable.

B. What remediation will be available for under performing students?

Teachers will be expected to meet frequently with these students and parents. Recommendations would be provided to students and parents on how to best support the students' learning needs. To facilitate these recommendations parents and students will be provided with referral to available resources as necessary. Depending on the individual needs of the student these resources might include the following:

- Recommendations to the student of actions/activities which would facilitate remediation.
- Recommendations to parents on how to best support their child's learning needs at home.
- Possible development of a peer support/tutorial program.
- Participation in the Uxbridge Chapter I Program which offers before and after school tutoring.
- Core evaluation to determine the need for development of an IEP which would provide additional support and services.
- Psychological counseling and support services.
- Extended school services during intersessions.

C. How will the development of these skills be measured?

A formal tool to assess development of these skills will be developed by the Curriculum Committee with input from the Educational Advisory Committee. Plans for this research and development are outlined in the timetable.

Students will participate in state mandated assessment programs.

12. SCHOOL EVALUATION

A. What methods of self assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

It is expected that the Board of Trustees will monitor progress towards the schools stated mission and objectives through its regular meetings.

Additionally, the applicants intend to create a tool which will provide an annual assessment of the schools mission through the achievement of the objectives. The plan for the responsibility and completion of this tool is outlined in the timetable.

Consideration is being given to utilization of the New England League of Middle School's evaluation tool.

B. How will the school establish regular dialogue with parents? With the community?

As stated in the schools mission and objectives, parental involvement is considered critical. This involvement will create a vehicle for both formal and informal dialogue with parents. The following examples demonstrate this involvement and subsequent opportunity for communication:

- During the first week of school, teachers will meet with the parents. This will provide parents with an opportunity to define goals or discuss issues which they view as important for their child's educational development.
- Regular parent-teacher conferences will be held a minimum of two times per school year to discuss student achievement/progress. These meetings will be designed to allot sufficient time for dialogue.
- Parents or teachers may request a conference to discuss the individual student's progress as necessary.
- Parents will be expected to make a commitment to volunteer in the operations of the school. This volunteer effort will provide a vehicle for informal communication. Parents' expected involvement will be accomplished through voluntary participation in Committees, assisting with classroom activity as deemed necessary by the teachers, assisting with special events/field trips as deemed necessary, and/or assisting with fund raising activities.
- The administrator, teachers and possibly students will publish and distribute a monthly newsletter to parents which provides information on the current events of the school.

The nature of the proposed school lends itself to a high degree of interaction with the community. It is anticipated that the resources within the community will be utilized to enhance the educational program. The inherent belief that students learn by doing requires the use of community resources to integrate the class studies.

The recruitment and marketing plan also supports regular interaction with the community.

13. HUMAN RESOURCE INFORMATION

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any professional credentials. What is the targeted staff size?

A formal application process for prospective faculty will be developed. The following characteristics have been discussed and will be considered when finalizing the application process for teaching and administrative staff.

- Demonstrates understanding of the early adolescent student; including strengths and challenges.
- Ability to identify individual student learning styles and develop effective strategies to meet the student's needs.
- Willingness/ability to prepare and plan; demonstrated flexibility in actual use of plans.
- Ability to create an environment where students are empowered to find their own resources, identify their learning goals and follow their own learning momentum.
- Demonstrated experience with individualized instruction.
- Demonstrated experience with mixed ability/age groups.
- Compatibility with the charter school's philosophy.

The applicants propose to hire 3.5 full time equivalent employees as outlined below:

1.0 FTE - Half time Administrator/Half time teacher

1.0 FTE - Teacher

1.0 FTE - Teacher-Demonstrated experience with special needs students

0.5 FTE - Teacher

The teaching staff would be hired so that a 1.0 full time equivalent would have demonstrated expertise in the area of math and science and 1.0 full time equivalent would have demonstrated expertise in the areas of literacy/language. These employees would teach both the 5-6 class grouping and 7-8 class grouping, according to their area of expertise.

It is anticipated that approximately 15%-17% of the student population will have special needs requiring an Individualized Education Plan (based on the current enrollment of special needs students in the Uxbridge Public Schools). To accommodate the needs of these students within the classroom, a 1.0 FTE with special needs experience will be hired. Other special education services including speech, occupational therapy and physical therapy will be contracted through agencies or the Uxbridge Public schools.

Due to the relatively small size of the proposed school a full time administrator is not warranted. To meet the administrative needs of the school a half time administrator will be hired. This individual will also teach half time. This type of lateral structure allows the administrator to be involved directly in the education of students as well as the administrative operations of the school; thus providing a unique perspective.

B. How will teachers administrators be evaluated? How often?

Development of an evaluation process for the teaching and administrative staff will be developed. A plan has been made to develop these tools as outlined in the timetable.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefits packages and staff development.

Plans have been developed to address this information as outlined in the time table. The Personnel Committee will be responsible for developing a proposed contract for the teachers and administrator. The governing board would be responsible for approving this proposal and entering into the actual agreement with the employees.

Estimated salaries and benefits are included in the section pertaining to funding and budget (#18).

14. SCHOOL GOVERNANCE

A. Describe the internal form of management to be implemented at your school, including any plans to contract an outside group to manage the school.

The half time administrator would be responsible for the internal management of the school. The applicants have no plans to contract with an outside group or agency to manage the school at this time.

B. How will the Board of Trustees be chosen?

Once the applicants receive an "official status" from the Executive Secretary of Education, the Board of Trustees will be elected by the Uxbridge Charter Middle School Committee. It is expected that the individuals who have participated in the preparation of this proposal will have interest in pursuing positions on the board.

The initial "interim" board will be comprised of minimum of ten members. The term of this board will be from the date of election on April 4, 1994 to July 15, 1995. The initial board will be ultimately responsible for carrying out the timetable which supports the development of this proposal and will be critical to the initial success of the proposed charter school. The Uxbridge Charter Middle School Committee will seek applicants to create this Board who possess the following qualities:

- Commitment to the mission and objectives of the school.
- Commitment of time necessary to accomplish the goals set forth in the established time table of this application.
- Commitment of expertise necessary to accomplish the goals set forth in this application.
- The ability to work collaboratively.

Once this board is elected, they will be responsible for the development of a the by-laws (as well as additional responsibilities defined below). A section of the by-laws will define the future board composition and term limits. The applicants recognize the need for future boards to reflect the community of the proposed charter school. The following guidelines will be utilized in the development of by-laws related to the formation of the future Board of Trustees:

- The board will be comprised of a majority of parents whose child is attending or who has attended the charter school.
- A student or group of students will have representation on the board. Voting privileges will be determined as developed in the by-laws.
- The board will have at minimum, one teacher and/or administrator presently employed by the school.
- The board will have at minimum, one member from the community, who is not a teacher, administrator or parent with involvement in the school.
- The board will be elected by the school community. This community will be defined as parents of students who are currently enrolled in the school, teachers and/or administrators employed by the school.

C. Describe the roles and responsibilities of the board.

The initial board (as defined above) will be responsible for the development of by-laws which will govern the future decisions and structure of the proposed school. The development of the by-laws will provide details regarding the authority of the board or its designees. The following roles and responsibilities related to the board, will be utilized when developing these by-laws.

- Responsible for the appointment of committees as they relate to the mission, objectives and/or needs of the school.
- Responsible for determining the scope of responsibility for appointed committees.
- Responsible for the development of policies which govern the school.

- Establishment of long and short term goals which facilitate the achievement of the schools stated mission and objectives
- Responsible for the financial management of the school. Decisions will be made based on recommendations from the administrator and/or appointed committee(s).
- Responsible for assessing the progress of the schools stated mission and objectives and identifying areas in need of improvement.
- Responsible for development plans to improve identified areas of weakness.
- Responsible for compiling and disseminating an annual report. This report shall include at minimum, a discussion of progress made toward achievement of the goals set forth in the charter and a financial statement which describes the revenues and expenditures of the previous year.

D. Describe the relationship of the board to the teachers, administrators, students and families.

The board will be comprised of a parent majority with teacher/administrator, student and community participation. The applicants believe the structure of this board will foster open communications and facilitate achievement of goals.

All board meetings will be open public meetings, interested individuals and members of the school community will be encouraged to attend and participate.

E. Discuss the nature of parental and student involvement in decision making matters.

As previously stated, parents and students will be represented on the board and therefore will be directly involved in all decisions making matters as they relate to school governance.

It is anticipated that a form of "student council" will be developed. The type of student government would be developed by the students with the guidance of the faculty.

F. Describe the nature and extent of community involvement in school activities.

As previously stated, there will be representation from the community on the board.

By virtue of the proposed location within the public schools it is expected that there will be a high degree of interaction with this portion of the community.

The objectives of the school require that the students interact with the community to facilitate real world experiences. It is anticipated that teachers/students will utilize the community resources to achieve this objective.

15. BUILDING OPTIONS

A. Describe your present options for a school building.

As previously stated, the applicants met with the Uxbridge School Committee on January 12, 1994. The purpose of this meeting was to present the concept of a charter middle school in Uxbridge and open dialogue about the possibility of leasing space for this purpose. The committee agreed to consider this request once the charter gained an official status.

The public school system is currently confronted with a lack of space on the elementary level due to an increase in the population of the town. They have investigated various options including leasing available space within the town. Following considerable research and debate the School Committee decided to relocate the affected grades to available space within the system. The research conducted by the School Committee on available space for lease in Uxbridge has been reviewed by the applicants (see Appendix E).

At this time the applicants feel confident in the feasibility of leasing space from the Uxbridge Public Schools. If this option did not materialize, the applicants would pursue the various space lease options from within the community as researched by the School Committee.

It does not appear that the current space issues of the public school system will be affected by the charter school as the students who would attend the charter school will be primarily from Uxbridge and hence already enrolled in the schools.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school.

The Uxbridge Public School buildings are suitable for the location of the proposed charter school. They meet the necessary requirements of the American Disability Acts as well as compliance with all federal and state safety standards.

Additionally, the location within an existing school could potentially provide access to the necessary equipment and services such as a library, computers, cooking, facilities, industrial technology equipment, a gymnasium, and copying machines. Additionally all schools are served by an existing school bus transportation route.

C. Discuss any progress or future plans for acquisition of a school building.

The applicants intend to begin meeting with the Uxbridge School Committee once an official status is granted. The purpose of these meetings will be to negotiate a lease agreement.

D. Describe the financing plans, if any.

The financial data provided in Part III, 18, Funding, describes available funding based on anticipated revenue. These figures are contingent upon successful recruitment of students and negotiations with the School Committee.

APPLICATION:

Part III

16. CODE OF CONDUCT

- A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.**

A formal code of conduct and student handbook will be developed. The foundation for the code of conduct will be mutual respect between teachers and students. Plans for development are outlined in the timetable.

- B. Describe your school's policies regarding student expulsion and suspension**

Formal policies regarding student suspension and expulsion will be developed as part of the code of conduct as mentioned previously.

Policies will conform with M.G.L. C 76, s. 37 H as outlined in the Education Reform Act.

17. SPECIAL NEEDS STUDENTS

- A. Describe how your school will accommodate special needs students.**

As previously stated, a full time special needs teacher will be employed to work directly with these students in the classroom. It is anticipated that 15-17% of the schools student population will be special needs students. These students will be fully included in the classroom activities with the support of the special needs teacher.

Special services such as occupational therapy, physical therapy and special educational testing will be contracted through outside agencies. Provision for these expenses are provided in the proposed budget.

18. FUNDING

- A. Devise a start up budget covering the planning stage before school opening.**

A proposed cash flow budget for the first year of operation is provided on page 24. An explanation of specific line items is provided below.

- B. Devise a 5 year budget covering projected income and planned expenditures.**

A proposed 5 year operating budget is provided on page 25. An explanation of specific line items is provided below.

Line Items

- A. INCOME:** This figure represents the per pupil tuition reimbursement for the projected 42 regular education students and 8 special needs students. These figures were calculated utilizing the 1992-1993 school choice tuition rates with a projected increase of 7% (see Appendix H). The proposed budget is based on an income of \$231,000 in the first year of operation. A 7% increase is projected annually for the following four years.
- The Uxbridge Public School receives its school choice tuition funds in the months of December, March and June. The applicants have based the proposed budget on the assumption of receiving funds in the months of July, December and March. If this assumption does not prove to be feasible, the applicants will pursue financing through local banks.
- The feasibility of the proposal is demonstrated through the use of tuition as a sole source of income.
- The applicants intend to seek both private and public grants, however none have been secured at this time.

Line Items

- B. SALARIES:** This figure reflects the estimated salaries of the proposed 3.5 FTE's. The average salary is \$25,000/year. In the first year of operation, the teachers will be expected to work during the months of July and August to prepare for the opening of the school. The salary figures are adjusted to reflect this additional work requirement.
- The applicants recognize that the proposed salaries are well below the average salaries of public school teachers. However, these salaries are considered fairly competitive when compared with independent schools in this region.
- The five year proposed budget reflects an annual salary increase of 5% for the teachers and administrator.
- C. TAXES:** This figure represents an 11% allotment for required taxes.
- D. BENEFITS:** Benefits were calculated at an estimated cost of \$4,000/1.0 FTE. Benefits were not allotted for the proposed 0.5 FTE.
- This figure has been adjusted for the first year of operation to reflect the additional cost of benefits for the months of July and August.
- An expected annual increase of 10% in the cost of benefits has been allotted in years 2-5.
- E. SUBSTITUTES:** This figure represents a \$50/day rate for substitutes. The need for substitute teaching was estimated at twenty days/year.
- F. LEGAL/ORGANIZATION:** Legal fees for the first year are anticipated to be substantial due to the process of lease negotiations and incorporation. Potential need for legal consultation was anticipated for years 2-5 at a cost of \$1,000 annually.
- G. OFFICE/ADMINISTRATIVE SUPPLIES:** This figure represents the cost of office/administrative supplies including telephone, postage and related expenses.
- H. CURRICULUM:** Curriculum supplies would include paper, art supplies, field trips, lab materials, etc. This figure is calculated at a rate which is 2.5 times greater than the Uxbridge Public School per pupil allotment for grades 5-8 (see Appendix G). The applicants have considered that this figure may be insufficient to meet the needs of the proposed curriculum. It is anticipated that donations, fundraising events and grant funding will be necessary to meet the needs of this budget item.
- I. TEXTBOOKS:** A textbook allotment of \$30/student has been provided for years 1,3, and 5. An allotment of \$15/student has been made for years 2 and 4. This is a significant "startup" cost which will necessitate aggressive fundraising, pursuit of donations and pursuit of grant funding to adequately meet the needs of this budget item.
- J. TESTING/OCCUPATIONAL THERAPY/PHYSICAL THERAPY:** The cost for these services was calculated utilizing the Uxbridge Public School budget worksheets. An estimated rate per Uxbridge special needs student was applied to the anticipated enrollment for special needs students of the proposed charter school.
- A 5% annual increase has been allotted for years 2-5.
- It will be necessary to contract these services from the Uxbridge Public Schools or an outside agency.
- K. ADVISORY BOARD LIABILITY:** This figure represents the estimated cost of professional liability insurance for the Board of Trustees (Errors and Omissions Policy). A 5% annual increase has been allotted for years 2-5 of operation.
- L. BOOKKEEPING/TAX PREPARATION:** It will be necessary to have regular professional review of finances and accounts. The estimated cost of this service is \$2,500. A 5% annual increase has been allotted for years 2-5 of operation.

Line Items

M. CAPITAL EXPENDITURES: The need for capital expenditures has been somewhat mitigated through the proposed lease of space through the Uxbridge Public Schools. A budget of \$10,000 is proposed in the first year and \$5,000 for subsequent years. This money will be used primarily to purchase computers and software. The Uxbridge Public Schools have computers which are located in a single computer room. The applicants believe that it will be necessary for students to have continuous access to computers. Funding for other capital expenditures will be appropriated through fundraising, donations and the pursuit of grants.

N. NET CASH FLOW - AVAILABLE FOR LEASE/SERVICES: This figure represents the funds available for leased space and services.

The applicants intend to lease two classrooms which will be a minimum of 900 square feet each. In addition to this space, the applicants will seek to negotiate the use of various equipment and services which may include the following:

- library services
- audio visual equipment
- nursing services
- counseling services
- foreign language
- physical education
- music
- art

The feasibility of contracting for the use of equipment and services from the Uxbridge Public Schools will be considered once the cost of actual space is negotiated.

The applicants recognize that the first year budget demonstrates a cash flow shortage in the month of November. This shortage could be mitigated by dispersing the line items E, F and I over a greater length of time. The need for this action will depend on the terms of the lease agreement and the potential revenue acquired through potential grants and donations.

		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
TUITION INCOME:		Notes:													
42 Students	151,700														
8 Special Needs	79,400														
50 Total Students	A 231,100	77,033											77,033	77,033	
OPERATING EXPENSES:															
Salaries (3.5 FTE's)	B 102,083	6,731	6,731	8,413	6,713	6,713	8,413	6,731	6,731	8,413	6,731	6,731	8,413	6,731	7,852
Taxes @ 11%	C 9,333	667	667	667	667	667	667	667	667	667	667	667	667	667	667
Benefits	D 14,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Substitutes (20 days)	E 1,000	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Legal / Organization	F 2,000	1,500					500								
Office / Admin Supplies	G 3,500	2,500	100	100	100	100	100	100	100	100	100	100	100	100	
Curriculum Supplies	H 10,000	2,500	2,500	1,000	1,000	1,000	1,000	1,000							
Textbooks	I 5,000	2,500	2,500												
Testing	J 2,500	179	179	179	179	179	179	179	179	179	179	179	179	179	179
OT / PT	J 4,000	286	286	286	286	286	286	286	286	286	286	286	286	286	286
Speech / Language	J 10,000	714	714	714	714	714	714	714	714	714	714	714	714	714	714
Advisory Board Liability	K 1,200	86	86	86	86	86	86	86	86	86	86	86	86	86	86
Bookkeeping / Tax Prep	L 2,500	179	179	179	179	179	179	179	179	179	179	179	179	179	179
Capital Expenditures	M 10,000	3,500				3,500			3,000						
TOTAL EXPENDITURES	177,116	22,412	15,012	12,694	11,012	14,512	13,194	11,012	13,012	11,694	10,012	10,012	11,594	9,912	11,033
Net Cash Flow /															
Available for Lease / Services	N 53,984	54,622	(15,012)	(12,694)	(11,012)	(14,512)	63,839	(11,012)	(13,012)	65,339	(10,012)	(10,012)	(11,594)	(9,912)	(11,033)
Beginning Cash Balance		0	54,622	39,610	26,916	15,904	1,392	65,231	54,219	41,207	106,546	96,534	86,523	74,928	65,016
Ending Cash Balance		54,622	39,610	26,916	15,904	1,392	65,231	54,219	41,207	106,546	96,534	86,523	74,928	65,016	53,984

**Uxbridge Charter Middle School
Proposed Operating Budget**

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TUITION INCOME:						
	Notes:					
42 Students		151,700	162,319	173,681	185,839	198,848
8 Special Needs		79,400	84,958	90,905	97,268	104,077
50 Total Students	A	231,100	247,277	264,586	283,107	302,925
OPERATING EXPENSES:						
Salaries (3.5 FTE's)	B	102,083	91,900	96,495	101,320	106,386
Taxes @ 11%	C	9,333	8,400	8,820	9,261	9,724
Benefits	D	14,000	13,200	14,520	15,972	17,569
Substitutes (20 days)	E	1,000	1,000	1,000	1,000	1,000
Legal / Organization	F	2,000	1,000	1,000	1,000	1,000
Office / Admin Supplies	G	3,500	4,000	4,000	4,000	4,000
Curriculum Supplies	H	10,000	10,000	10,000	10,000	10,000
Textbooks	I	5,000	2,500	5,000	2,500	5,000
Testing	J	2,500	2,625	2,756	2,894	3,039
OT / PT	J	4,000	4,200	4,410	4,631	4,862
Speech / Language	J	10,000	10,500	11,025	11,576	12,155
Advisory Board Liability	K	1,200	1,260	1,323	1,389	1,459
Bookkeeping / Tax Prep	L	2,500	2,625	2,756	2,894	3,039
Capital Expenditures	M	10,000	5,000	5,000	5,000	5,000
TOTAL EXPENDITURES		177,116	158,210	168,106	173,437	184,232
Available for Lease / Services	N	53,984	89,067	96,481	109,671	118,693

C. Include all sources of anticipated revenue including per pupil tuition and private or public grants.

The financial constraints of the low per pupil reimbursement will necessitate aggressive pursuit of both private and public grants.

Various grant sources have been considered. The research and development of grant applications will be the responsibility of the Finance Committee as outline in the time table.

19. ACCOUNTABILITY

A. How will you handle the process of compiling and disseminating information in the annual report, as set forth in M.G.L. c. 71, s. 89?

The Board of Trustees will be responsible for this process. Although not yet developed, provisions for this process will be included in the by-laws. A plan for development of the by-laws is included in the timetable.

B. Discuss your plans for regular review of school finance and accounts.

An independent Certified Public Accountant will provide a monthly review of finances to the board. The Finance Committee would be responsible for developing financial plans which will ensure the financial stability of the school.

C. Describe your system for maintaining school records and disseminating information required under public school law.

The Board of Trustees and Committees appointed by the board will submit written minutes of all meetings. Prior to the opening of the school these minutes will be kept by the respective chairs. Following the opening of the school, these minutes will be submitted to the school administrator.

The school administrator would be responsible for maintaining school records and disseminating information and reports as required by state law.

20. TRANSPORTATION

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?

The applicants anticipate that students who will attend the proposed school will be those that reside in Uxbridge or are currently enrolled in the Uxbridge Public Schools. Transportation for students who will attend the charter school will be provided by the Uxbridge School Committee under the same terms and conditions as transportation which is provided to those students attending the Uxbridge Public Schools (as required by M.G.L. c.71, s 89).

B. How will students from outside the local district be transported?

Students who do not reside in Uxbridge will be eligible for transportation in accordance with M.G.L. c.76, s.12B. If the students/families do not meet the eligibility requirements of this law, transportation will be the responsibility of the parent(s).

21. LIABILITY AND INSURANCE

A. Describe your school insurance coverage plans.

The charter school would be covered under the liability insurance policy of the Uxbridge Public School from whom we propose to lease space. An "Errors and Omissions Policy" would be purchased to cover the Board of Trustees for issues pertaining to professional liability.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- Inspection by a local building inspector;
- Inspection by a local Fire Department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compound or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

This documentation will be submitted when a lease is obtained.


22. GOVERNANCE DOCUMENTS

The applicants have planned for the development of by-laws as outlined in the timetable. All information required of the founders will be submitted upon completion.



APPENDIX A

Whitin Intermediate School Strategic Plan



WHITIN INTERMEDIATE SCHOOL

STRATEGIC PLAN

1993 - 1996

"RIGHT IN THE MIDDLE"

Submitted to:

The Uxbridge School Committee

On:

April 30, 1993

By:

**The Whitin Intermediate School
Site Advisory Council**

**Mrs. Angeles Baldanza
Mr. William Bouchard
Mr. John Helfrich**

**Mrs. Lorraine Gniadek
Mrs. Lillian Hazard
Mr. Brian E. Lynch, Chairman**

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What emerged from this research were schools called "middle schools." In 1965 Alexander described a middle school as one which "would be influenced by and cater to, the needs of the young adolescent" (Alexander and William, 1965).⁷ This school would utilize a grades 5 or 6-8 organizational pattern.

Through the next decade, much was researched, written and reported about this school in the middle. In 1975 the Association for Supervision and Curriculum Development formed a "Working Group on the Middle School and Early Adolescent Learner". This group published a document entitled The Middle School We Need (A.S.C.D. 1975)⁸ which, again, called for "recognition of the developmental characteristics of the pre and early adolescents and the need to respond to those characteristics in appropriate educational ways." This report, like that in 1961 sent out another cry for reform at the middle grade level. The variance between theory and practice was far too great. The authors wrote "The available research indicates a significant gap between the main tenets of the theoretical middle school concept proposed by leading middle school authorities and actual educational practices in most middle schools" (A.S.C.D., 1975, p.3).⁹

The reorganization from the theoretical middle school to the practicing middle school has been slow-going. It is clearly evident however that middle school education will be the "concept guiding the education of young adolescents in America for decades to come" (A.S.C.D. 1992).¹⁰ For the twenty years between 1970-1990, the number of middle schools increased by over 200 percent (Alexander and McEwin, 1989).¹¹ Middle schools across the country are here to stay.

The landmark study to date on the middle school and its students has been the Carnegie Council's Task Force Report entitled Turning Points: Preparing Youth for the 21st Century¹² which was published in 1989. In this work, the authors made a significant contribution to the middle school movement by reinforcing all of the effective middle school research that had been completed up to the time of its publication. As reported by George and others in 1992, (A.S.C.D., 1992),¹³ Turning Points is "an almost complete and enthusiastic endorsement of the middle school perspective, which rejects the junior high approach and places its recommendations squarely in line with proven middle school philosophies and practices." These eight recommendations have become the new definition of a middle school.

The reports recommendations for middle schools were as follows:

- 1) "Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.
- 2) Teach a core academic program that results in students who are literate, and who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society.
- 3) Ensure success for all students through elimination of tracking by achievement level and promotion of cooperative learning, flexibility in arranging instructional time, and adequate resources.
- 4) Empower teachers and administrators to make decisions about the experiences of middle grade students.

It is clear, according to our own critical examination as well as the research and experience of middle level educators and educational institutions, that we can make improvements at the Whitin School which will serve to aid the Uxbridge School Department in completing its overall mission which is to:

"Graduate only those students with the knowledge and skills and necessary attitudes and values needed to be productive citizens in an interdependent world."¹⁸

The Turning Points recommendations noted earlier, along with those from every other significant body of research conducted on students in grades 5-8, point to what "should be done" to better serve the needs of middle schoolers and the time has come to bring this research on middle schools to bear on the program at the Whitin School. Researched knowledge should guide all of our efforts in this area.

The Whitin School Site Council is very much aware of this variance between theory and practice at Whitin and has articulated the new school mission as follows:

Whitin Intermediate School Mission Statement

The Whitin Intermediate School is committed to working in partnership with parents to foster a program that allows for successful student transition from childhood to adolescence.

This will be accomplished by:

- *promoting academic standards of excellence for all students

- *providing students with the knowledge and skills as well as the necessary attitudes and values needed to be productive citizens in an interdependent world

- *encouraging the development of a positive self image recognizing changing family community systems as they affect a student's daily life

- *providing a stimulating environment for students

We expect that this process will instill the belief that is enriched by learning.

The Whitin School needs to look at the needs of its future students. The student of tomorrow has been described as needing to learn the "new basics." These were outlined by Mr. Ronan in his paper "Change has Changed", (March 1991)¹⁹ and they are as follows:

CRITICAL ANALYSIS

Internal Environment

Over the past two years, the Whitin Site Advisory Council has examined the following areas of the Whitin School's internal environment. They are:

- (1) Test Results - strengths/weaknesses (C.T.B.S., 4th edition, MEAP)
- (2) Principal's Annual Report (1992)
- (3) Financial Resources - strengths/weaknesses
- (4) Faculty - concerns/suggestions
- (5) Facility - strengths/weaknesses
- (6) Organizational Needs
- (7) Program Reorganization
- (8) School Policy - procedures/regulations
- (9) School Climate
- (10) Pupil/Teacher Ratios
- (11) SPED/Chapter I - population/program
- (12) School Attendance
- (13) Curriculum/Instructional - strengths/weaknesses

C.T.B.S. IV

The council examined the results from the 1991-1992 C.T.B.S. 4 (Comprehensive Tests of Basic Skills, 4th Edition), administered to a large majority of Whitin Students.

"Right Response" totals of 75% or lower indicated non-mastery. Schoolwide results were as follows:

1991-1992 C.T.B.S. 4 Right Response Summary - Subject Headings-Uxbridge vs. National

	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9
Reading Vocab.	75	75+15	67+9	67+10	66+6	67+9
Reading Comp.	82	77+14	74+13	72+12	74+11	65+9
Lang. Mech.	73	68+12	73+13	63+10	70+11	69+15
Lang. Express	82	76+10	73+10	70+9	71+6	69+11
Math Computation	80	72+9	79+13	58+6	67+4	66+10
Math Concepts & Appl.	72	66+9	66+10	60+8	64+7	56+9
Spelling	70	69+7	69+11	69+8	73+5	70+5
Study Skills	74	72+12	72+15	64+10	69+10	70+12
Science	70	61+9	58+7	60+9	67+12	60+6
Social Studies	67	70+12	71+12	65+12	71+12	68+13

Overall students scored above average as a group but have not achieved mastery. Whitin results indicate consistent weaknesses in the mathematics, science and written/language expression areas. The council did note comprehensive ongoing teacher training in the areas of

Comparative Scale Sums 1988-1992

Grade	8		
Year	1988	1990	1992
Test			
Reading	1300	1290	1380
Math	1280	1300	1350
Science	1340	1280	1330
Social Studies	1300	1330	1340

The table above indicates that as compared to their performance as fourth graders in 1988, the grade 8 reading scores increased 80 points, mathematics by 70 points, and social studies by 40 points. Science scores decreased by 10 points.

Encouraging also, were the open ended testing results which indicated that Uxbridge students scored higher in open ended questions (complex higher order thinking), than did the state average.

The second major scoring category for the M.E.A.P. tests were proficiency scores. These scores "describe what students can and cannot do" (1992 M.E.A.P. Assessment, Ronan, 1992, p.3).²³

Whitin proficiency scores were as follows: (compared to State and Kind of Community)

M.E.A.P. PROFICIENCY SCORES 1992

Grade	8				
Level	<1	1	2	3	4
Test	<I	I	II	III	IV
<hr/>					
Reading					
Uxbridge	11	32	27	18	13
K.O.C.	12	31	27	23	6
State	13	30	26	24	7
<hr/>					
Math					
Uxbridge	5	40	30	24	2
K.O.C.	7	40	31	18	4
State	8	39	29	19	6
<hr/>					
Science					
Uxbridge	5	44	20	30	2
K.O.C.	6	36	27	28	4
State	7	38	24	27	4
<hr/>					

3 . Which of the following best describes your grades?

	Uxbridge	State
Mostly A's	32 %	20 %
Mostly B's	33 %	31 %
Mostly B's & C's	26 %	30 %
C's or lower	10 %	19 %

4 . How much time do you spend on homework each day?

	Uxbridge	State
Don't have/Don't do	12 %	6 %
1/2 hour or less	42 %	21 %
1 hour	37 %	45 %
2 or more hours	10 %	28 %

5 . About how many pages do you have to read in school or for homework?

	Uxbridge	State
20+	7 %	15 %
11 - 16	18 %	31 %
6 - 10	29 %	29 %
Less than 5	45 %	25 %

6 . About how many books (not counting school, comic, etc.) do you have at home?

	Uxbridge	State
5 or fewer	6 %	10 %
6 - 15	16 %	16 %
16 - 30	14 %	18 %
30+	64 %	55 %

7 . How interested are you in mathematics?

	Uxbridge	State
Very much	55 %	28 %
Some what	40 %	56 %
Not much at all	5 %	16 %

8 . How interested are you in science?

	Uxbridge	State
Very much	45 %	28 %
Some what	55 %	58 %
Not much at all	0	15 %

9 . How interested are you in history?

	Uxbridge	State
Very much	15 %	24 %
Some what	70 %	58 %
Not much at all	15 %	18 %

Financial Resources

In terms of an analysis of financial resources, the Council played a role in the formation of the FY94 Whitin budget. Council priorities, for the future were included in the budget document.²⁷

Faculty Opinion/Data

A comprehensive examination of teacher opinion regarding the Whitin School was also undertaken by the council.

Initially a Teacher Opinion Inventory was distributed to each teacher. This document published by the National Study of School Evaluation (1981) required sixty-four individual question responses in Part A and Part B asked for eight longer written responses.²⁸

Sixteen teacher responses were returned to the Council and the results were summarized. Only one Part B was submitted. In an extra effort to gain further information, the results of this initial survey were sent back to teachers and their further input was requested. These four areas for improvement noted by teachers were:

- (1) Teacher participation in school policies
- (2) In-service program - selection and effectiveness
- (3) Discipline policies
- (4) Curriculum improvements including:
 - A. Primary Areas
 - a. Foreign language
 - b. Music
 - B. Secondary Areas
 - a. Business
 - b. Learning how to learn

The staff was asked to provide specific input regarding these above noted areas. Although sixteen surveys served as the base material for summarization, all teachers were again given the opportunity to respond to these noted areas. Three responses were handed in and the results were summarized and handed back to all staff members.

In addition to this input, the following table of information was made available by the Mass. Dept. of Education regarding a profile of the Whitin School staff (October 1990).²⁹

Male	50 %
Female	50 %
Age 40+	47 %
M. Ed. or higher	58 %
10 Yrs. experience	52 %
10 Yrs. in district	53 %

As the staff matures and retires, teachers knowledgeable and trained in middle school theories and practices will be hired.

They suggested that middle schools should:

- 1) Articulate the core values of the school
- 2) Disseminate the values throughout the school community
- 3) Focus the values on the school

Organizationally then, we need to build on our strengths based on the core values noted above. The school must be responsive to those it serves. We need to:

- 1) Stress the school's and the system's mission as our focus. As we look to do this we should look at increasing our present level of customer centeredness and future orientation.
- 2) Reinforce the notion that each person who works for the organization and provides a service needs to be a leader and in tune with the needs of the client.
- 3) Change the dynamics of the learning culture so as to promote an approach to learning characterized by active involvement of staff, students, and parents in the learning process.
- 4) Shift the focus of governance to the building level.
- 5) Expand the scope of how our product is measured.

Program Reorganization

The Site Advisory Council has already made suggestions to the School Committee in terms of programmatic changes needed to better serve our present and future students. The new Computer class is good evidence of this involvement.

The council has examined the possibility of adding foreign language instruction, integrating music instruction back into the curriculum, creating a language arts team 7-8, plus an exploratory Poly-Arts block.

Final Council decisions regarding the proposed reorganization will be forwarded to the School Committee for approval.

Policies/Procedures/Regulations

The examination of school policies procedures and regulations has been an ongoing task for the Council.

The discipline policy is being examined presently in terms of the needs of the middle school child. Work on the part of the council will be ongoing in this area.

Special Education/Chapter 1

Special Education population percentages were examined and discussed by the council. The system's mainstreaming effort in its present form will reach the Whitin School in September of 1994. At this time however, this plan is being more closely examined in terms of its overall effectiveness.

For an extended period of time, the issue of "pull-out" has been discussed in terms of: (1) increasing levels of student achievement as well as (2) improving students' self-esteem.

An educationally promising program for all students, according to emerging data in the area, would be the systemwide institution of a policy called "inclusion". A totally inclusive school would not have resource rooms, special education areas, speech rooms, language rooms, Chapter 1 rooms, etc. All services provided under Ch. 766 or E.C.I.A. Chapter 1 would be conducted within the regular classroom setting under individual and co-teaching situations.

SPED student populations for 1991-1992 were examined as follows:

Prototype	Number of Students				
Grade	5	6	7	8	Total
502.1	6	5	2	1	14
502.2	9	8	13	13	43
502.3	5	7	6	0	18
502.4	2	3	6	3	8

% of Class	16%	16%	17%	16%	

These percentages, as examined by the council, will decrease over the course of the next three years due to the programs described above.

The Chapter 1 tutorial program has been thus far successful at grades 5 and 6. A full expansion to grades 7-8 will take place for 1993-1994. Parents surveyed have indicated general approval of this program.³⁵ By design, the program is more in tune with middle school children. This, according to the council, is an exemplary program which increases levels of achievement as well as student self-esteem.

School Attendance

In examining school attendance figures, the council noted that the number has been averaging very close to 95% for the last three years.³⁶ The feeling of the Council is that a move to a more child centered school with a real middle school philosophy will motivate more students to attend and the yearly average will increase. Overall attendance percentage increases will be viewed by the council as measurable goal outcomes for 1993-1996.

6. "Standardized testing of minimum competencies provides teacher and parents with up-to-date measures of students' strengths, weaknesses, and educational progress.
7. "Traditional forms of school organization and grouping of students benefit student learning."³⁸

In each case, the above assumptions were convincingly argued against utilizing the most current research. These underlying assumptions are still very much at work at each grade level of the Whitin School.

We can no longer ignore the wealth of available knowledge on the subject of how we "should be doing things." With the students of the Whitin School in mind, we can no longer pretend not to know what is known.

Based on the recommendations contained within the above mentioned document as well as those listed in Turning Points, (Carnegie, 1989), The Middle School and Beyond, (A.S.C.D., 1992), and Crossing the Tracks, (Wheelock, 1992), the council will design improved appropriate middle school curriculum and instruction.

Parent Survey Results

In early 1991, the Whitin Site Advisory Council conducted a survey of Whitin School parents. This questionnaire, which was mailed to every student's home, was designed to obtain important information regarding demographics and parental opinions, attitudes, beliefs and opinions, etc... about the entire Whitin School.

The 399 surveys were mailed, along with self addressed stamped envelopes. A total of 178 or 45% were returned. This return data was then processed by and analyzed by Paul C. LePore of the Wisconsin Center for Education Research.

Each council member was provided a copy of the report. This report was then reviewed at a council meeting at which Mr. LePore was present. Following a presentation of the results, as analyzed, the council discussed the results at length over the course of several of its meetings.

Although all of the results were reviewed, the following statistical highlights were noted as significant in terms of the goal setting process for the period of 1993-1996:

Question#	Interpretation/Comment	
A3 Marital Situation at Home	Original marriage	71.3%
	Single parent	10.3%
	Remarried	9.2%
A4 Working situation for Mother	Working mother	70.7%
	Mother home by choice	17.2%
	Unemployed mother	2.9%
A5 Working situation for Father	Working father	74.7%
	Father home by choice	.6%
	Unemployed father	9.8%
	No answer	14.9%

The response to question A4 indicates that of those returning surveys, nearly 75% of mothers were either working or wanted to be (unemployed). To the council, the above information speaks to the need for an expanded after-school activity/child care program as well as an expanded before-school program.

National statistics that mirror Whitin trends are:

*By 1995, 80% of women 22-44 are expected to be in the workforce.

*60% of the children born in 1983 will live with only one parent at some time before they reach 18.

*20% of all children will be born to single mothers.

*Currently 71% of all women are in the workforce when they become pregnant, 38% are in the workforce by the time their children are 3 months old and 58% are back working by the time their child reaches his/her 1st birthday (Ronan, "Change has Changed", 1993, p.5.).40

B 7	The general discipline code (handbook) is:	
	Parents of 5th - 6th graders	3.80
	Parents of 7th - 8th graders	3.50
	Parents with students in multiple grades	3.42
	Total Mean	3.63
B 8	The enforcement of the discipline code by teachers is:	
	Parents of 5th - 6th graders	3.62
	Parents of 7th - 8th graders	3.34
	Parents with students in multiple grades	3.60
	Total Mean	3.54
B 9	The enforcement of the discipline code by administration is:	
	Parents of 5th - 6th graders	3.96
	Parents of 7th - 8th graders	3.46
	Parents with students in multiple grades	3.48
	Total Mean	3.72
B 10	The level of interaction between child's teacher and parent as well as the parents understanding of the child's educational progress/problems:	
	Parents of 5th - 6th graders	3.66
	Parents of 7th - 8th graders	3.18
	Parents with students in multiple grades	3.79
	Total Mean	3.54
B 11	The student/teacher ratio at the Whitin School is:	
	Parents of 5th - 6th graders	3.49
	Parents of 7th - 8th graders	3.10
	Parents with students in multiple grades	3.16
	Total Mean	3.30
B 12	The way my child is grouped (or placed) within the Whitin School program is:	
	Parents of 5th - 6th graders	3.52
	Parents of 7th - 8th graders	3.27
	Parents with students in multiple grades	3.24
	Total Mean	3.39
B 13	In contacts with the Whitin School teachers and/or administrators the overall experience has been:	
	Parents of 5th - 6th graders	4.13
	Parents of 7th - 8th graders	3.81
	Parents with students in multiple grades	4.10
	Total Mean	4.02

Questions B18 and B20 of the survey dealt with extra-curricular, after school, before school and exploratory programs.

Parents, as a group indicated pleasure with these above mentioned programs. Seventy-two percent of those responding indicated that their children were involved in at least one activity offered during the course of the year(s).

Additional programs requested by parents were:

1. Computer Club
2. Fine Arts (music, art)
3. Comprehensive Summer Program
4. More sports
5. Foreign Language
6. Study Time
7. Scholastic Clubs
8. Comprehensive Child-Care Program

The Site Council was also interested to discover parents feelings regarding the possible extension of the school day/school year as articulated by Mr. Michael B. Ronan in his written reports as well as resultant widespread publicity on the matter (Ronan, "Longer School Day/School Year -First Steps").⁴¹

It is clear from the results of the survey that parents feel that the students are in need of more comprehensive interdisciplinary assignments and that increased time is needed for students to complete thorough assignments fully and on time. Independent study days and longer school days would respond to this need.

Interestingly enough, over 50% of the parents felt the school year should be at least lengthened over the present 180 days. A significant number (47.1%) of those responding to the survey indicated satisfaction with 180 days.

Regarding parents feelings about their child's safety at the Whitin School, the following information was gathered:

B 2 1 The Whitin School is a safe environment for my child/children:

Yes	91% (of those responding)
No	9% (of those responding)

Through the survey (Questions B22 and B23) council members could also conclude that parents have been more confident in the Whitin School as a whole once their child became a student. The majority of parents indicated that their feelings of "slight concern" became feelings of being "comfortable" over the course of their child/children's enrollment.

Council members were pleased to discover that in response to the question "Do you read the P.A.C. newsletter mailed to your home each month?", (B24) a whopping 98% indicated that they do. Further, they find the information useful 96% of the time (B24).

Conclusions and Recommendations

Through this critical analysis of the Whitin School's external and internal environments, which has, as a matter of course, integrated past and current research on the middle school, the Whitin Site Advisory Council has been able to comprehensively evaluate the current status of our institution within the broader "middle school" context.

To aid in their understanding of the present Whitin School, the council has examined the buildings history. Four fundamental factors or building blocks present in the 1960's continue to affect the building in the 1990's. They are:

1. **Primary purpose:** As reported in newspapers at the time, the primary purpose for building the Whitin School was not in response to the characteristics and needs of the pre and early adolescent - but to reduce overcrowding and subsequent "double sessions" at U.H.S.
2. **Organizational focus:** The Whitin School was designed to provide students with a "normal departmental" education. In doing so, students in grades five through eight were separated by perceived ability and placed into a seven period schedule.
3. **Curriculum and Instruction:** The original curriculum design of the school focused on subject-matter departmentalization. Instruction was lecture based.
4. **Staffing/Faculty:** Approximately one third of the faculty assigned to the Whitin School in its first year remain on the staff. Until most recently, college preparatory programs did not recognize middle school teaching. As a result, the majority of the Whitin School faculty have been trained to educate either younger (elementary) or older (high school) students.

With the above mentioned factors in mind, it is evident why past efforts to infuse middle school philosophies, policies and practices at Whitin have not met with great success.

Through the course of this analysis it has become clear that the basic or core values upon which the school exists need to be altered to reflect the school of the future. The Whitin School's values must be focused to address:

1. The emergent need to be student and parent responsive
2. The personal responsibility of all school employees to the mission of the school
3. The primacy of learning and intellectual activity
4. The effective leadership of administration, coupled with a shared governance body (which includes teachers and parents).

With these core values in place, the variance between effective middle school research based theory and actual Whitin School practice will begin to become less dramatic.

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- 41 Ronan, Michael B., "Change has Changed," Paper #4, "Longer School Day/Year-First Steps", Uxbridge Public Schools, (1991).

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #1: To establish the integration of content across traditional subject matter areas in an interdisciplinary thematic manner.

Outcomes (measurable):

1. Addition/inclusion of one interdisciplinary unit per grade per year at each grade level (5-8).
2. Improved academic achievement as evidenced by unit pre and post tests.
3. Improved academic achievement as evidenced by longitudinal C.T.B.S./M.E.A.P. data included as part of an integrated student assessment program.

Assumptions:

1. The master schedule will be realigned so as to provide cooperative planning time (Fall 1993).
2. Teacher training as outlined in Goal #2 & 3.

Action Plan (tasks, strategies, timeline, costs):

1. Each building level team will develop and implement one interdisciplinary unit during the 1993-1994 school year. This process will be repeated each year of the plan (1994-1995, 1995-1996) thus resulting in three thematic units per grade.
2. PAC financial support for enrichment activities will be capped at \$1000 per grade unless otherwise specified for 1993-1996. Budgetary planning will have to be done by grade level teams if additional funds are required to complete curriculum projects.
3. Administration should meet monthly with teaching teams. Cooperative team time will include; (1) Grade 5 (at least once weekly) (2) Grade 6 (at least once weekly) (3) Grade 7 (at least twice weekly) (4) Grade 8 (at least twice weekly).
4. Teachers should provide a written record for each team, establish long and short range planning, summarize progress and return the report to administration at least once monthly.
5. Resource and exploratory teachers need to be made aware of progress and their expected involvement. This is the responsibility of grade level teams (1993-1996) and administration (1993).

Goal Statement

School: Whitin
Revised 7/93

Date:

Goal #2: To ensure success for all students through elimination of tracking by achievement level and promotion of a variety of instructional learning techniques.

Outcomes (measurable):

1. Whitin students will have equitable access to curriculum enrichment opportunities and varied instructional approaches.
2. Increased levels of interaction between diverse groups of students.
3. Increased levels of student self esteem as evidenced by Ch. 188 attendance figures and decreased annual disciplinary referrals by staff.
4. Improved academic achievement as evidenced by longitudinal C.T.B.S. data included as part of an integrated student assessment program.

Assumptions:

Action Plan (tasks, strategies, timeline, costs).

1. Staff development (grs. 5-8) in the area of teaching heterogeneous classroom, cooperative learning techniques and other middle school concepts will take place during the 1993-1994 and 1994-1995 school years. Costs have been included in FY94 budgetary document.
2. Create a new Whitin School master schedule where by grades 7-8 ability/achievement level grouping will be eliminated beginning 1994-1995.
3. Institution of a policy of "inclusion" for 1998. Training will cover (1993-1996).
4. mainstreaming/Integration of special education students will continue (1993-1996).
5. Special Education support will begin in 1993.
6. parent information to be held 6/1/93.
7. Presentation of strategic plan to staff in 4/93, 5/93.
8. During the transition year, (1993-1994) elimination of present group related terminology should occur. (1A, 2A, 2B, 3A, 3B).
9. With agreement on the part of staff, attempt to reduce number of specific groups from five to three for 1993-1994.
10. Heterogeneous grouping in grs. 7-8 for 1993-1994 will occur in the following areas; (1) Home Economics (Life Skills) (2) Industrial Technology (3) Computer (4) Foreign Language (5) Physical Education (6) Reading Lab.
11. Remaining subjects (Science, Social Studies, English, Mathematics will be heterogeneously grouped for 1994-1995.

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #3: To develop/hire a team of educators who are knowledgeable about and committed to the pre and early adolescent.

Outcomes (measurable):

1. Heterogeneously grouped classrooms in grades 5-8 (1993-1996).
2. Interdisciplinary - thematic units planned, developed and implemented in grades 5-8.
3. Attendance at, credit for, and participation in professional development activities.
4. Cooperative learning/alternative teaching strategies in place as evidenced by administrative observation (1993-1996).
5. Reduced class sized (Fall 1994).

Assumptions:

Action Plan (tasks, strategies, timeline, costs)

1. As the opportunity arises, only staff with a demonstrated knowledge and commitment to early adolescents will be hired (ongoing).
2. Interdisciplinary, thematic units will be implemented as per goal #3.
3. Heterogeneously grouped classrooms will be established as per goal #2.
4. Professional development activities will be as follows:
 - 4.1 A yearlong inservice after-school credit course will be offered to all faculty members. The course title will be "Teaching in the Modern Middle School" or reasonable facsimile thereof.
 - 4.2 Scheduled in-service days for 1993-1994 will be used to educate staff on middle school concepts.
 - 4.3 Follow-up/continued inservice will take place in the summer '94, summer '95.
 - 4.4 Future (1994-1996) Teacher inservice will include middle school training.
 - 4.5 Staff/Council/Teacher visitations to successful programs (93-96).
 - 4.7 Institutional membership in New England League of Middle Schools (\$20). South Central Alliance of Middle Schools, (\$1000) Association for Supervision and Curriculum Development (\$300), and Mass Middle Level School Association (\$290).

Goal Statement

School Whittin
Revised 7/93

Date:

Goal #4: To develop within the school a full range of exploratory programs which would include the reestablishment of a weekly Activity Period as well as an Exploratory Arts Block consisting of Art, Music, I.T., H.E. (Life Skills), Foreign Language and Computer.

Outcomes (measurable):

1. A revised master schedule which includes an exploratory arts block. (Fall 1993).
2. Cooperative planning time for all grades is created (Fall 1993).
3. Increased levels of flexible/block scheduling.
4. Reduced class sizes.

Assumptions:

1. Adequate staffing in all areas.

Action Plan (tasks, strategies, timeline, costs):

1. Develop a master schedule which includes an Exploratory Arts Block for the Fall of 1993.
2. Create cooperative teacher planning time by Fall of 1993.
3. Develop an Activity Period for 1993.
4. Develop programs in the Music and Foreign Language areas for Fall 1993.
5. Develop curriculum for Music and Foreign Language areas for Fall 1994.
6. Expand Industrial Technology and Home Economics (Life Skills) to include grades 5-6 for Fall 1993.

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #5: To increase levels of family involvement in the education of young adolescents (at the middle school).

Outcomes (measurable):

1. Increased parental involvement as evidenced by:
 - 1.1 Increased attendance figures for P.A.C. 1993-1996.
 - 1.2 Continued involvement of School Site Council as evidenced recorded actions.
 - 1.3 Establishment of a partners in Education Program.

Assumptions:

1. Present extensive levels of involvement are used as base.

Action Plan (tasks, strategies, timeline, costs):

1. Continue efforts of P.A.C. (1993-1996).
2. Continue efforts of School Site Advisory Council (1993-1994).
3. Increased levels of volunteerism (1994-1996) through the planning, development, implementation of the new Partners in Education (P.I.E.).
4. Design involvement schedule around needs and availability of clientele.

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #6: To empower teachers, parents, students and administration to make decisions about the experiences of middle grade students.

Outcomes (measurable):

1. An operational School Site Advisory Council with full membership (according to by-laws Policy 142).

Assumptions:

1. Uniform acceptance of building level Site Advisory Councils (from all groups).
2. Student participation in Student Council.

Action Plan (tasks, strategies, timeline, costs):

1. Development of Site Advisory Council (1/91).
2. Development of Site By-Laws (2/92).
3. Regular meetings with satisfactory levels of attendance (ongoing).
4. Student Council mission statement, by-laws organizational studying for Fall 1993.
5. Student Council in place for 1993-1994.

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #7: To create a child centered environment responsive to the needs of the pre and early adolescent.

Outcomes (measurable):

Decreased numbers of student disciplinary referrals, reduced numbers of suspensions (in and outhouse), increased administrative and teaching time (over 3 year period).

Assumptions:

1. Site Council development of an extended homeroom period (1993).
2. Site Council development of an Advisor/Advisee program (1994).
3. Development of an after/before school Whitin program by Uxbridge Day Care Director.
4. Increased levels of administrative time to fully implement program.
5. Staff professional growth in child development area.

Action Plan (tasks, strategies, timeline, costs):

1. Establish and extended homeroom period schedule for Sept. 1993.
2. Establish an Advisor/Advisee program for Sept. 1994.
3. Establish an after/before school child-care program for Fall 1993.
4. Establish a Student co-op program (1993-1995).
 1. Peer-mediation program for 5-8.
 2. Tech Club (1993)
 3. Peer tutor (1993-1994)
5. Establish a Whitin School Student Council grades 5-8 for 1993-1994.
6. To increase levels of administrative time (1994-1995).

Goal Statement

School: Whitin
7/93

Date: Revised

Goal #8: To reduce Whitin school reliance on standardized achievement and readiness tests as an indication of student progress.

Outcomes (measurable):

1. Evaluation of the portfolio assessment for measuring student programs vs. current materials (C.T.B.S., M.E.A.P.).

Assumptions:

1. Acquisition of materials necessary to pilot portfolio assessment.
2. Teachers at each grade level to pilot.

Action Plan (tasks, strategies, timeline, costs):

1. 1993-1995 - development of specific portfolio assessments.
2. 1995-1996 - a pilot portfolio assessment will be installed.
3. Training in planning developing and implementing a classroom portfolio assessment will take place during the 1995-1996 school year.

Goal Statement

School: Whitin
Revised 7/93

Date:

Goal #9: To implement a rigorous periodic evaluation of the goals and objectives to which the Whitin School should prescribe.

Outcomes (measurable):

1. Middle School concepts evaluated using a four year - five year format published and implemented by the New England League of Middle Schools.

Assumptions:

1. professional growth of staff.

Action Plan (tasks, strategies, timeline, costs):

1. Petition to Uxbridge School Committee to exit from N.E.A.S.C. accreditation cycle prior to 1993-1994 school year.
2. Continued membership - N.E.L.M.S.
3. Planning year - 1995-1996.
4. Data Gathering Year - 1996-1997.
5. Recommendation Implementation - Year One 1997-1998.
6. Recommendation Implementation - Year Two 1998-1999.

WHITING INTERMEDIATE SCHOOL PROPOSED 1993-1994

TEACHER MASTER SCHEDULE

	8:11-8:54 PERIOD 1	8:56-9:39 PERIOD 2	9:41-10:24 PERIOD 3	10:26-11:09 PERIOD 4	11:11-11:54 PERIOD 5	11:56-12:39 PERIOD 6	12:41-1:24 PERIOD 7	1:26-2:09 PERIOD 8
ART	6-1 6-5	6-4 5-1	8-5 7-3	Taft	Taft	7-1 7-5	8-1 8-2	5-3 8-3
Computer	6-2 6-4 6-6 6-3 6-5	5-1 6-1 5-4	5-2 8-5			7-2 7-3 7-1 Taft	8-3 8-4 8-2 Taft	8-4 8-1 8-4 Taft
Home Ec.	6-4 6-3	5-1 5-5	7-4 7-4			7-5 7-1 7-1 7-3	8-4 8-4 8-2 7-2	8-2 8-3 8-1 8-1
Ind. Tech.	6-3 6-4	5-2 5-5	7-4 7-4			7-1 7-1 7-3 7-3	8-4 8-4 8-2 7-2	8-2 8-3 8-1 8-1
Phys. Ed.	6-5 5-3 6-3 5-3 6-4 6-2	5-4 6-1 5-4 6-2 5-1 6-6	7-3 7-5 7-5 7-3 7-3 8-4			7-4 7-4 7-2 7-5 7-1 7-5	7-2 7-2 7-1 7-1 7-1 8-5	8-1 8-1 8-1 8-2 8-3 8-3
Foreign Lang.	7-1 6-2 5-3 6-1 5-5	5-4 6-3 5-2 6-3 5-2 6-5	8-2 8-4 8-1 8-4 8-5			7-2 7-3 7-4 7-5 7-1 7-5	8-2 8-3 8-1 8-1 8-5 7-1	8-3 8-1 8-1 8-1 8-1 8-3
Eng.	7-1 7-1	7-1 7-1	7-1 7-1	Lunch	7-4	7-4	7-1 7-1	7-1 7-1
Math.	7-2 8-2	7-3 8-3	7-3 8-1	Lunch	7-5	7-5	7-4 7-4	7-1 7-1
Science	7-3 8-3	7-4 8-4	7-4 8-1	Lunch	7-1	7-1	7-1 7-1	7-2 7-2
Social Studies	7-4 8-4	7-5 8-5	7-1 8-1	Lunch	7-1	7-1	7-1 7-1	7-3 7-3
Reading	7-5 8-5	7-1 8-1	7-2 8-2	Lunch	7-3	7-3	7-4 7-4	7-4 7-4

EXPLORATORY ACTIVITY PERIOD EACH FRIDAY 1:26-2:09 ALL STAFF

COOPERATIVE PLANNING TIME



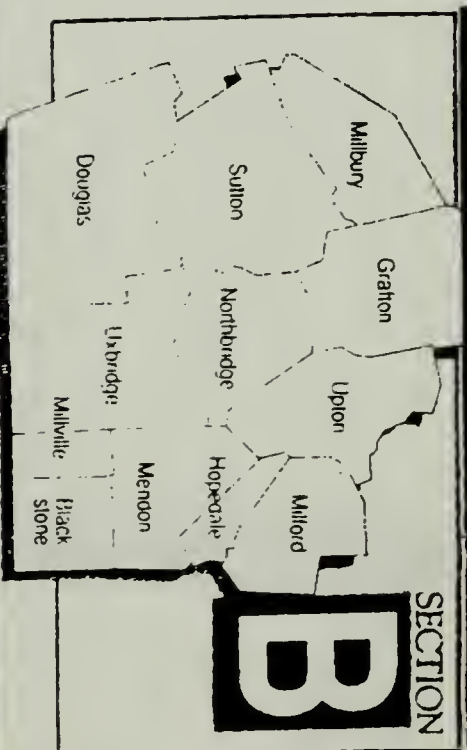
APPENDIX B

Newspaper Articles



BLACKSTONE VALLEY

THURSDAY, NOVEMBER 4, 1993



Ronan sees innovation on horizon

By Elizabeth Trimble
Telegram & Gazette Staff

UXBRIDGE — School Superintendent Michael B. Ronan envisions Uxbridge as an educational hotbed of innovation that could become the site of one of the state's 25 charter schools.

Charter schools are a creation of the 1993 Education Reform Act and would use alternative teaching methods. State Secretary of Education Piccad F. Robertson is expected to choose the schools in March. Proposals are due in February.

"The benefit to the public school

Uxbridge charter school proposal in works

is it would create a learning laboratory within the school system that might have some very good spinoffs," Ronan told the School Committee last night.

"Basically, a charter school is a public school that provides education for children in the community, under contract with the state, and stimulates development of innovative programs," he said. "It creates greater options within the community."

A group of 10 parents or two certified teachers can apply for a charter from the state. Ronan thinks there are four possibilities in Uxbridge.

The first might be a "teacher-oriented" model that may use multi-year or multiage classrooms or focus on math, science or the arts. The second could be a model designed by parents. Yet another group of parents who teach their children at home might want to

form their own school.

"And the fourth model would be something along the lines of our preschool program," Ronan said, referring to the day-care and preschool program at the Blanchard School. "It might be a way for the community to meet a need."

The greatest barrier, he said, could be a lack of suitable space.

"There's simply not a lot that meets all the requirements for

handicapped access, fire codes and building codes. ... But public schools are free to lease space to charter school. And they (charter schools) could contract for some things such as lunch services," he said.

Though space is tight in Uxbridge, Ronan said, charter school enrollment would free up some classrooms for leasing. "The students would just move from one space to another," he reasoned.

School Committee member

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Ronan envisions innovation

Continued From Previous Page
seemed somewhat skeptical.

"If there are three grade levels (in the charter school) and there are five students from each grade, it does not necessarily free up any space," School Committee member Paul Daigle said.

Others wondered who would have authority over the charter school's programs.

"They would have a school council, or a board of directors," Ronan said. "However, if it were located within a (public) school building, like any other tenant, it would be governed by the rules and regulations of the school."

Ronan will continue exploring

the possibilities for a charter school until the proposal guidelines are available in January.

He also will be writing to The Edison Project in Washington, D.C., to inquire about a public school partnership.

The Edison Project has been trying to develop a different approach to education than what is often offered in today's schools. Its plan includes computers for every child; an emphasis on character and values, hands-on learning, personal fitness and the arts; longer school year and day; multiage and multilevel classrooms; individual assessment programs; and parental involvement.

Uxbridge Bids For MDN Charter School 12/8/93

By MAUREEN ANGEL
Daily News Staff

UXBRIDGE - A committee comprised of parents, teachers, and business owners met this week to inform the public of their intent to apply for one of 25 charters allotted to the state to create a middle school that would stress a hands-on approach to learning.

The "grass-roots" effort was begun by the 12 member committee in order to create a public middle school that teaches children fundamental basics in an innovative and unique way.

The 1993 Education Reform Act made provisions for the idea of charter schools, which are public schools funded by tax dollars that are monitored by a board of trustees rather than local school boards or the state Department of Education.

Presently, the State Department of Education has allotted 25 charters to the state, with five set for Springfield and five for Boston.

The deadline for proposals to be submitted is Feb. 15. Secretary of Education, Piedad F. Robertson will then select which proposals will be accepted in the spring.

Spokesperson for the committee Marianne Valle touted the creation of a charter school that would teach subjects based on the "learning by doing" philosophy as one the most important element of their proposal.

Their proposal supports the use integrated educational approach as a critical method in addressing issues surrounding children emerging into adolescence, according to Valle.

The integration of subjects allows students the benefit of learning in a less stringent and structured style predominate in other schools where several different subjects are divided up and presented to students.

Further outlining their philosophy, Valle stressed the importance

-Uxbridge

(Continued From Page One)

of implementing a curriculum that challenges students and offers the benefit of a parental involvement. "If there is a high level of parental involvement then the atmosphere will be more productive and supportive for learning," she said.

On the minds of many present at the informational meeting were the subjects of funding and adequate space for the proposed charter school.

Valle said the school will receive \$3500 plus six to seven percent per pupil in funding which parallels what the town receives.

The issue of space was addressed by three options available to the school through the present legislation. They include: leasing space within a school with the approval of the school committee, accepting the donation of space, or leasing space in the town.

Meeting participants speculated over the latter option saying the overcrowding problem at the Uxbridge schools signified a lack of space available in the town for schooling.

Valle responded by saying overcrowding may be more of a student distribution problem than lack of space to accommodate them.

Currently, the committee will continue meeting to define the specifics of the proposal and form sub-committees.

Valle notes the formation of these committees is to for members to focus on specific areas that need to be addressed during the finalization of the proposal.

According to Valle, the application process is not regimented by strict adherence to a particular format but leaves the door wide open for proposals to be creatively presented.

The committee will be meeting again on Monday and encourages anyone interested to attend as she explained community input is essential to their endeavor.

Parents want to charter new course for school

By Jennifer Greaney
Telegram & Gazette Staff

12-29-93

UXBRIDGE — There are different ways to teach a lesson.

And a state-funded charter middle school here could allow a group of parents and others to try some of them out.

A committee of more than a dozen residents that came together in November through grass-roots

networking has begun holding public meetings about the charter school it intends to propose.

The state's Education Reform Act allows the granting of charters for independent public schools to be formed by parents, educators, or institutions and run by boards of trustees.

Marianne Valle, an Uxbridge resident with school-age children, said the committee began meeting

after information about charter schools became available. And Monday night, the organizers held a public meeting.

All of the meetings from now on, she said, will be public. "We just think it's important that people in the community know what we're doing," she said.

Valle said the possibility of charter schools "was just something that came out that we as parents

thought was interesting."

A desire for "high parental involvement," she said, is one of the educational philosophies that bound the group together.

The group is hoping to create an environment with an emphasis on "hands-on learning," said Gail Epstein, another committee member.

Epstein, an early childhood educator with a child nearing middle school age, said the charter school

"is an opportunity to acknowledge that all children learn in different ways, and provide an environment where the learning enhances their particular learning style."

The number of students the charter middle school could initially accommodate has yet to be determined, Epstein said.

"I do know that we would prefer

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Parents want to charter new course

Continued From Previous Page
to start off on a small scale," she said

The deadline for applications for a charter is Feb. 15, according to Ann Marie Toda, spokeswoman for the state Department of Education.

To help interested parties put an application together, she said, the state has offered information on technical issues such as building acquisition, insurance, and hiring personnel.

A seven-member committee that will advise state Secretary of Education Piedad F. Robertson on which applications merit charters is now being established, Toda said. By March 15, Toda said, Robertson must make some selections.

For each student who attends a charter school, per pupil state aid normally given to his or her school system will be given to the charter school chosen, she said. Right now, state legislation allows for only 25 charter schools to be formed by an institution, two or more certified teachers, or 10 or more parents or citizens, Toda said.

But, "the governor and the secretary are trying to get that eliminated," she said. Two bills now before the Legislature could eliminate the

cap on charter schools and a cap of 6,500 on the number of students who could attend them, she said.

"These are public schools and you can't have a public school and say only 6,500 kids can attend them," she said. "The secretary wants this to be an ongoing process instead of everyone fighting for 25 (slots)," she said.

Toda said that although the charter schools allow for creativity in education, they will be held to educational standards.

"They can't not teach reading because they focus on another skill, for example," she said.

Right now, she said, "we're trying to determine guidelines to ensure that there's high quality and high standards, but we don't want to overregulate."

The secretary of education will have the power to refuse charters when they apply for renewal every five years, Toda said.

Valle said she has collected articles about charter schools in other parts of the country.

"It's become a very popular concept throughout the country and I think Massachusetts is very fortunate to say 'Hmmm, this is something that could be very innovative and very creative,'" she said.

Although members of the charter school committee include an early childhood educator and an elementary school educator, there are no middle school teachers yet involved, Valle said.

"We do need people who have knowledge in that area and, if not people, to do more research in the area," she said.

Uxbridge Superintendent of Schools Michael B. Ronan said he participated in a statewide conference on the topic of charter schools.

"There are lots of possibilities for a charter school. ... It would be like a learning laboratory situation," he said.

The committee's next meeting will be held at 7:30 on Monday in Uxbridge's Lower Town Hall.

Town seizes chance for different school

By ANNA CHINAPPI
Staff Writer

UXBRIDGE — A group of parents and businessmen seeking alternatives to the public education system here are taking advantage of a new type of school created by the Education Reform Act of 1993 with a proposal to establish a charter middle school in Uxbridge.

Headed by Marianne Valle of 43 Witek Road and Gail Epstein of Blackstone Street, the group consists of parents, local businessmen and others who call their Uxbridge Charter Middle School Committee a grass roots effort.

Valle and Epstein went public with their proposal at an informational meeting Monday in lower Town Hall, explaining they decided to pursue a formal application after

Uxbridge parents, businesses plan charter concept

reading about the charter school provisions in the new reform bill in local newspapers.

The Uxbridge charter model proposal, one that embraces humanism and individualism, is the second to emerge in the area.

Two months ago, MaryBeth Merritt of Franklin submitted her proposal for a charter school to the state secretary of education.

Merritt's proposal sidesteps the current system's emphasis on economic development and incorporates a holistic approach to academ-

ic and social education.

The state's education reform package was signed into law in June, but one of the provisions — that of charter schools — received little attention until recently.

Charter schools are public schools funded by tax dollars but operated outside the jurisdiction of any local school board or the state Department of Education.

The charter school movement began in Minnesota two years ago and is slowly catching on across the country, with a half-dozen states adopting charter school laws and about a dozen more considering them.

In Massachusetts, the law allows

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Uxbridge

two certified teachers, 10 parents, or a business or college entity or institution to begin a charter school.

The new schools will be funded by taking the per-pupil aid from a student's place of residence and transferring that amount to the charter school he attends. Charter schools cannot charge tuition, and, although operated outside state rules, charter school students must still meet state achievement and performance standards.

State Secretary of Education Piedad F. Robertson has the sole authority in granting the charters, and her office is now in the process of drafting guidelines and criteria. The application deadline is Feb. 15 for the first wave of charter awards which Robertson expects to make by March. The law allows the first charter schools to open in 1995, although a cap of 25 of these schools has been written into the law.

Valle, who is the school nurse at the Blanchard Early Childhood Center and the mother of a Whitin Intermediate School pupil, said the group plans to get in on the ground floor with a proposal ready by the February deadline.

Because of the wide-open application process, she and Epstein said they are confident their vision will be competitive with others who are applying.

The charter school proposed for Uxbridge will have about 30 to 50 students in Grades 5 through 8. The students will be heterogeneously grouped.

Philosophically, the school's mission embraces a holistic approach to educating children in what is regarded a tough age group — pre-adolescence.

"The school will acknowledge the individual emerging from childhood

to adolescence," Valle said, "and promote meaningful partnership between parents, teachers, students and the community."

The group sees their school as a means of empowering parents to have more of an involvement in their child's education on all levels, an aspect they believe is lacking not only here in Uxbridge, but in public schools in general.

"Parent participation in the school is an absolute must," Valle said.

The curriculum will cover the basics through a multi-sensory approach, in other words, learning by doing.

"The student will be challenged without fear of failure," Valle said, "and the approach will recognize and respect individual learning styles."

Assessment of student achievement and performance will also be done on an individual basis rather than comparatively to the rest of the class.

Possible locations of the new charter school were briefly discussed Monday night, but it was the general feeling of the committee that it was important to first get a charter in hand to facilitate negotiations for suitable space.

The funding aspect of a charter school in Uxbridge was also addressed. The law has established a specific funding mechanism allowing a charter school to collect a tuition payment from public money for each student attending the school.

The mechanism is somewhat complicated, but generally, each student in a charter school will bring their per-pupil cost from where they reside. In Uxbridge, the annual per-pupil cost averages \$3,500 to \$4,000.

With 50 students, a charter school in Uxbridge could receive up to \$200,000, which is deducted from the existing school district. Charter schools can also accept donations and gifts.

Valle said she has been in contact with Robertson's office for guidance in the process and was referred to the Pioneer Institute, a private, non-profit public policy-making research foundation and an early advocate of charter school reform in Massachusetts.

The Pioneer Institute, founded by Lovett C. Peters, a Boston businessman and philanthropist, has taken an active role in the start of charter schools by identifying and recruiting individuals and groups interested in starting one and guiding them along the application process.

Valle said she spoke to Pioneer Institute Director Jim Peyser, but assistance in the Uxbridge charter school proposal was not discussed.

Another route the group will explore, Valle said, is an association with a college or university, but how that can be done is not clear at the point.

What is clear to Valle and the group, however, is that drafting and forwarding a charter school proposal by the February deadline will take much work.

Valle said now that the charter school proposal has been presented to the public, more meetings will be held to keep citizens informed. The next meeting is scheduled for Monday at 8 p.m. in lower Town Hall.

The group plans to divide into subcommittees covering finances, public relations, curriculum and other aspects of beginning a new school.

Valle said the target date for the first draft of the proposal for an Uxbridge charter middle school is Jan. 15.

Proposed Uxbridge Charter School Is Drawing Interest

MDN By MAUREEN ANGEL
Daily News Staff 1/14/94

UXBRIDGE - Attempts by the Uxbridge Middle School Committee to secure a charter to establish a middle school that will stress a hands-on approach to learning has piqued the interest of many Uxbridge parents, according to spokesman Marianne Valle.

In an effort to gather community input for their proposal for a charter school, the 12-member committee conducted a telephone survey requesting parents with children eligible for middle school in the next five years how they feel about the alternative public school

option, Valle said at a School Committee meeting Wednesday night.

The group attempted to contact 105 households from the 706 enrollment list and said it reached a total of 83 of the targeted households, with 75 having children in the age bracket for middle school in five years.

Approximately 54 out of the 75 positively responded to the group's proposal for charter school.

Included in the 1993 Education Reform Act are provisions for the creation of charter schools which are public schools funded by tax dollars that are monitored by a board of trustees instead of local school boards or the state Department of Education.

The group initiated the "grass-roots" effort made up of parents, teachers, and business owners last month to create a school that would cater to the needs of students by providing an innovative educational atmosphere that focuses on individualized attention and a strong parental commitment, according to Valle.

"We've decided to pursue the application process," she said. "We feel we are very much on target with that."

The deadline for the group to apply for one out of 25 charters granted to the state is February 15 and Valle said that if the group's application fails to meet the necessary criteria for obtaining a charter they will continue to move ahead in the process of getting one.

"If we do not meet the application criteria we can reapply in February of 1995," she said. "even if we don't get it this round we will continue to work toward that goal."

The next step in the process of establishing the middle school will be to look at the options available to accommodate students with adequate space, according to Valle.

"We wanted to talk to the school committee about the impact of the charter school and the options available for leasing space," she said.

The proposal for the charter is based on a number of fifty students whose enrollment in the program will bring a sum of \$200,000 into the Uxbridge school system and they lease space to the charter school, she said.

Under the Education Reform Act charter schools have three options available for space. They include: leasing space within a school with the approval of a school committee, accepting the donation of space, or leasing space in the town.

The option of leasing space from the school is the more attractive option of the three, Valle said, which will work out to be a positive situation for both the charter school and the Uxbridge school system.

Ronan said the link between a charter school with a population of fifty students would need to be linked to a larger school system in order to thrive.

"This charter school cannot be a viable school without a link because of the economics of fifty children," he said. "It will not work without a collaborative environment."

He added the charter school would not be successful if it separated itself from a larger school system that would offer kids socialization activities.

Woonsocket Call

Decree raises¹⁻¹⁴⁻⁹⁴ hopes in Uxbridge

By ANNA CHINAPPI

Staff Writer

UXBRIDGE — Firmed-up criteria for charter schools signed in an emergency decree by state Secretary of Education Piedad F. Robertson last week has given high hopes to Uxbridge parents who are proposing to open a charter middle school here by 1995.

Uxbridge Charter Middle School Committee Co-Chairwomen Marianne Valle and Gail Epstein presented the group's mission and plan for an alternative public school to the School Committee this week.

The parents also asked for an open dialogue between the charter committee and the school board regarding a request to lease space from the Uxbridge public school system.

Valle said the charter committee

See *CHARTER* — Page 12

VA - - -

Charter

formed and has been meeting since November after she and several other parents and business people read newspaper articles about the new charter school laws adopted by the state in the Education Reform Act of 1993.

The charter school provisions, which received little attention until recently, would allow various types of schools to be founded by parents, teachers, businesses or institutions and operate outside the jurisdiction of the state Department of Education.

The new schools are still public schools funded with public money that will be passed on to the charter schools in the form of per-pupil costs deducted from whatever school district a charter student comes from.

Robertson has the sole authority to grant the charters, which by law are issued for five-year periods.

At first, the law set no specific guidelines, there was no application form and nebulous criteria in order to breed innovation among those who would seek a charter.

Valle told school board members this week that the Uxbridge committee has drafted a mission statement and admission procedures, and is readying other necessary documents such as curriculum plans and financial statements.

"And we are on target with the new guidelines that were signed last week," Valle said. "and we feel pretty good that we are close to meeting the criteria."

The deadline to apply for a charter school is Feb. 15, which the Uxbridge group expects to meet. The first charters will be issued by Robertson sometime in March.

"And if we don't get it in this round," Valle said, "we will apply again in February 1995."

The Uxbridge Charter Middle School will span Grades 5 through 8 with a target enrollment of 50 students.

The Uxbridge model embraces education through a humanistic and holistic approach, one that makes parent involvement imperative.

"This approach recognizes the child as an individual emerging from the period of childhood into early adolescence," according to the mission statement.

It continues, "This developmental approach will focus on the growth of the whole child including intellectual, emotional, social, physical and creative development."

Academic excellence and the pursuit of lifelong learning are the ultimate goals of the school, according to the mission paper.

A parent survey conducted by some charter committee members showed that 72 percent of 75 households reached said they would be interested in having the option of an alternative public middle school in Uxbridge.

Valle said her committee was heartened by the results but the next step in the process is to secure space.

Valle asked School Committee

members to consider a request for leasing space to the alternative school if a charter is granted.

Using the \$4,000 per-pupil cost of Uxbridge students, a charter middle school with an enrollment of 50 Uxbridge students could take \$200,000 from the existing district.

Space requirements for the new school would be 900 square feet per classroom, or a total of 2,700 square feet.

"Leasing space to us would mitigate the financial impact of this on the current public schools," Valle said.

The School Committee Wednesday night voted to shuffle several grades among the district's four buildings to ease a space shortage at the Taft Elementary School and some members were reluctant to commit to the charter committee.

"We are not tied to needing a certain building," Valle said, "and we are not asking for a decision, just an opening of a dialogue."

Schools Supt. Michael B. Ronan said he believed the Uxbridge Charter Middle School proposal would need to link with either the Uxbridge public schools or another type of institution in order to make the venture financially feasible.

Ronan is a supporter of the charter school concept and has encouraged the local effort for one to emerge in Uxbridge.

"Uxbridge has name recognition with the secretary of education," Ronan said Wednesday night, "and I think they have a very good chance of being awarded a charter."

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B

Race is on for charter schools

Applications deadline is Feb. 15

By Elizabeth Trimble
Telegram & Gazette Staff

UXBRIDGE — For many people, school reform is just an abstract piece of legislation cooked up in the Statehouse. But for some parents, it's a four-star entree for their children's educational palates.

And Marianne Valle, a parent of two who is employed as a registered nurse by the Uxbridge school system, hopes to be one of the chefs.

The 1993 Education Reform Act allows the creation of 25 charter schools throughout the state, with a maximum statewide enrollment of 6,500 students. The schools would be public, but autonomous from the traditional school system.

Charter school students would be

subject to the same rules, regulations and standardized tests as their peers; however, learning methods would change.

In the applications sent recently to interested groups, parents and teachers by the state Executive Office of Education, a charter school is described as "an educational laboratory" that could serve as a model for change.

WORKING FURIOUSLY

Valle has been working furiously with more than a dozen parents and others in the community since November, trying to develop a charter middle school recipe that can meet EOE's approval.

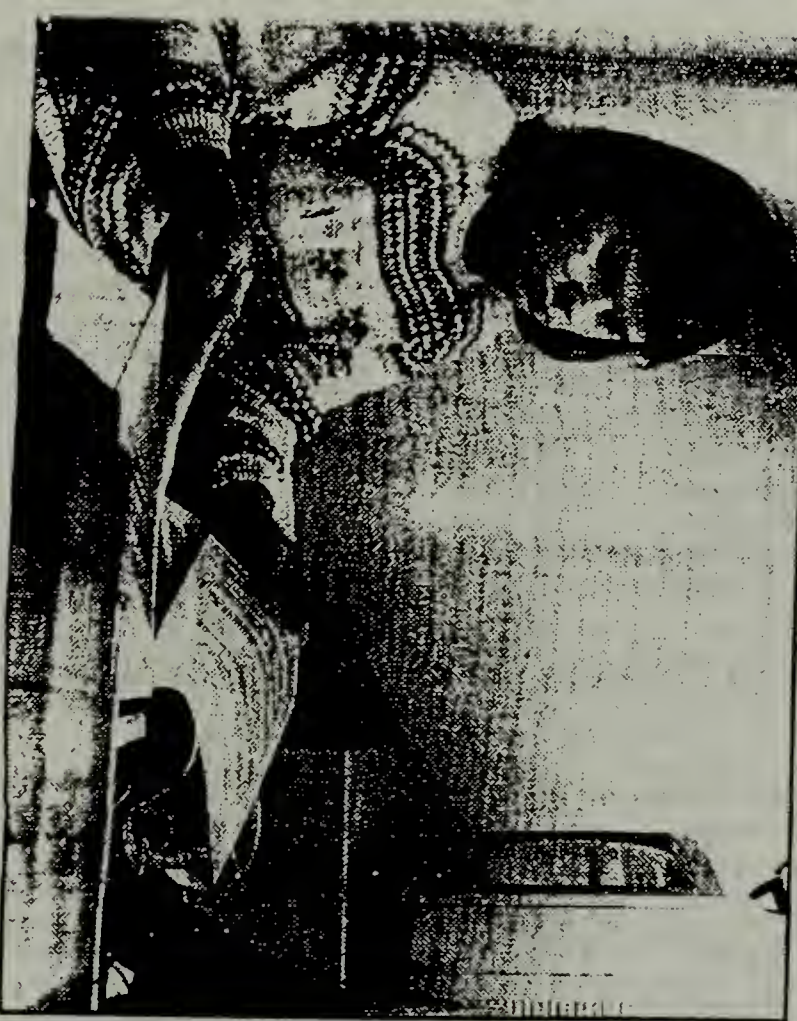
Though she said all the members of the Uxbridge Charter School Committee have their own reasons

for pursuing this, innovation is their common goal.

"It's a real grass-roots thing that started around the kitchen table. Then it moved to someone else's kitchen table and went from there," Valle said.

"We don't want to be seen as bashing the school system, because we're not," Valle said emphatically. "It's not about the Uxbridge public school system. It's about education in general and how the existing structures don't allow for innovation."

The group envisions a middle school of 50 students in grades 5-8



MIKE CASTAGNARO
Marianne Valle of Uxbridge sits at computer, papers in hand.

■ Related story, Page B2.

RACE FOR CHARTER SCHOOLS

Continued From Page B1

with a focus on active, integrated learning. Uxbridge residents would have first choice, but then it would be open to students from other systems.

"Hands-on learning will be part of every curriculum. And learning will not be departmentalized," Valle said. Multiple-age classrooms are part of the plan. An extended school year and outdoor summer classes are being considered. Parent participation, she said, is essential.

But not all charter schools will be alike.

"A charter school can be anything," said Uxbridge School Superintendent Michael B. Ronan, a member of the state charter school panel set up by Secretary of Education Piedad F. Robertson. "It can focus on a given area, like art or science, or a certain grade level. It provides a real good opportunity for parents and children to look at different alternatives within their own school district and see how the alternatives work.

"There's been a lot of research done on learning styles and teaching styles. Different students learn

different ways," he said. While some may learn well through verbal lessons, others may require a hands-on activity to excel.

BOSTON BALLET

According to the Pioneer Institute, a nonprofit, nonpartisan public policy research organization based in Boston, nearly 50 groups are working on charter schools statewide, and each has its own concept of how these new versions of public schools should work.

The groups applying for charter schools include organizations such as Outward Bound, the Boston Ballet and the Professional Arts Consortium of Boston (ProArts), as well as interested teachers, parents and business leaders.

"Most of them I've seen are inside Route 495, with a smattering of other places like Springfield and Martha's Vineyard. At the moment, that is a weakness," said James A. Peyser, Pioneer Institute's executive director.

"One type of school is not best for all," Peyser said. "Different schools and different approaches are right for different kids, and we need to develop a system that allows that diversity to exist."

Pioneer Institute is funded by private individuals, foundations and corporations. In 1992, it published "Reinventing the Schools: A Radical Plan for Boston," a book by Steven F. Wilson. The book was used as a resource in developing the Education Reform plan.

The institute has set up the Charter School Resource Center in Boston to help interested groups develop proposals, and is working on a "How to Start a Charter School" guide. EOE refers charter school applicants to the organization. Information can also be obtained by calling Linda Brown at the center at (617) 723-2277.

"There's no formal relationship" between the center and EOE, Peyser said. "But we do try to stay in touch very closely. We, for instance, aren't going to recommend any particular applications and we have no formal role in making regulations. It appears we're in close partnership, in part, because there aren't any other groups out there whose mission is to support and nurture charter schools."

To his knowledge, and EOE's, only a handful of groups in Central Massachusetts are considering

draws many entries

charter schools. Besides Uxbridge, they include Fitchburg, Worcester, Harvard and Franklin.

'PENT-UP INTEREST'

"Most have a very strong commitment to students. It's not so much they want to experiment with some clever new methodology, but more that they want to improve education for students," Peyser said. "There's a lot of pent-up interest in education and talent in the state that's been bottled up by a deeply entrenched educational establishment."

Valle agreed.

"A charter school starts with a blank slate," she said, borrowing a phrase from Ronan. "You can change rapidly. It won't take 15 years."

Valle's group is almost ready to submit its application to EOE in time for the Feb. 15 deadline. Robertson is supposed to award charters March 15 for the 1994-95 school year. Though the Uxbridge group doesn't hope to open until 1995, EOE is encouraging applicants to apply now as a way to gain more official status.

Another round of applications will take place, with a deadline of

Feb. 15, 1995. Robertson is trying to get legislation passed to increase the number of schools from 25 throughout the state.

Prospective schools would then have more bargaining power when they're trying to do things such as lease space. The Uxbridge School Committee recently said it would consider such an arrangement with the charter school, but it wanted to see a charter agreement before looking at the matter more seriously.

Valle also hopes to lease equipment.

"We look at that as being the saving grace of start-up costs," Valle said. Capital expenses could be spread out over a number of years. Charter schools would receive the same allotment of educational funds per student as the traditional school system.

Peyser feels securing classroom space and seed money could well be the hardest task for charter schools. Finding staff members and students, he thinks, will be the easy.

"There's no built-in mechanism to give them money to start up," he said. "But if they're aggressive and

entrepreneurial enough, they will be able to raise the money. The vision of this is these are entrepreneurial schools. They'll have to do some bootstrapping and scraping to get started."

Everything from bake sales to seeking grants and help from businesses will be part of the process.

"The comparative advantage," Ronan said, "is they're starting with a blank piece of paper. The charter schools are going to be able to do all those things the very first day before they let anyone in, as opposed to transforming a system that's been around for a hundred years."

Nationwide, Minnesota was the first to allow charter schools, beginning in 1991. California, Colorado, Georgia, Missouri, New Mexico and Wisconsin have followed suit, yielding about 50 charter schools among those states.

"The thing that's distinctive about Massachusetts," Peyser said, "is the schools are chartered by the state government. In other states, the schools are chartered by the local school committee. That, I think, gives you a fundamental difference."

Uxbridge Parent Group Seeks To Establish Charter School

By MAUREEN ANGEL
Daily News Staff

UXBRIDGE - As numerous contenders prepare to submit proposals vying for one of 25 charters allotted to the state, a group of Uxbridge parents is working furiously to attain a goal of establishing a charter school geared toward providing a hands-on educational approach.

The rapidly approaching Feb. 15 deadline for submitting applications to the Executive Office of Education had the 15-member group busily engaged in a final review of their proposal that seeks to establish a 50-student charter middle school.

The key component to the group's proposal is parental involvement in the educational process, said Marianne Valle, spokesman for the group.

"Every parent will be the foundation of the school," she said. "The school is driven on parental support. I know if there is no support the financial feasibility will be lowered in terms of operations."

Students will be chosen to attend the school by a lottery system, according to Valle, who noted the admissions policy was a major issue which the group has labored over.

Under the 1993 Education Reform Act provisions were made for the establishment of 25 charter schools in the state. The schools would be public, but governed by a board of trustees rather than the local school committee.

Spokesperson for the group Marianne Valle said last night's two and a half hour meeting was to review the proposal that is 95 percent completed. The remainder of the proposal left unfinished is the formatting of the lengthy document, Valle said.

Included within the comprehensive proposal are profiles of group members, finance statements, an curriculum outline, and plans for faculty placement.

The application was divided into three parts with the first re-

quired to be finished by all those applying and the additional two optional for those who were applying for a charter in 1995.

Valle said although they are seeking a 1995 permittance for a charter the group worked diligently to complete the form in its entirety adding that if they are granted official status on March 15 they would have more power to negotiate such things as leasing space.

Valle said she feels very optimistic about receiving the charter and said once it is official a board of trustees will be put in place along with various committees that will be responsible for bringing their endeavor to fruition.

Meeting every Monday since November, Valle said the group is working hard to attain their goal and will deliver the proposal to the Secretary of Education Piedad Robertson very soon.

Noting that the proposal is not cast in stone, Valle said the group has been mired in research regarding such issues as available space to accommodate the charter school.

At the onset the group has believed the best avenue would be leasing space from the local school system but if that does not pan out the group is steadied for other action through the research conducted by the school committee to meet spacing needs of students.

"An alternative to leasing would be to take the school committee's

research and look at those spaces while applying it to middle school students," she said. "Our goal is to locate within the school system."

Although Valle said she is glad they are nearing the end for the application process, she admitted it was overwhelming to see the group's ideas in finalized on paper. "It feels good to be done," she said. "This is definitely a testament of community backing."

The "grass roots" effort was initiated when highly publicized accounts of successful charter schools reached Valle and other parents who were searching for an innovative and hands-on type of approach to education.

Since then the group has expanded in number and Valle said many others have become interested in the process of establishing such a school.

Notably, the establishment of such a school may cause some parents to be skeptical of its credibility, but Valle said it can be categorized as a leap of faith that will be the right choice for some and not suitable for others.

Although there are a large number of applicants throughout the state bidding for one of the 25 charters to be awarded, Valle said the group is very optimistic that they will receive notification of official status. "I think our chances are better than 50 percent," she said.

Uxbridge charter school backers crossing fingers

By ANNA CHINAPPI

Staff Writer

UXBRIDGE — A concept of a small, innovative public school founded by local parents and residents has progressed rapidly in three short months from the talking stage to a solid plan, as the Uxbridge Charter Middle School Committee makes good its intent to meet the Feb. 18 application deadline.

In a final public session at Town Hall last night, where the group has been meeting almost weekly since November, committee co-chairwoman Marianne Valle said the Uxbridge application will be on state Secretary of Education Piedad F. Robertson's desk by Tuesday.

And the group, bolstered by the fact it had anticipated many of the

criteria issued by Robertson last month in an emergency decree, is very confident it will be among the first to be awarded a school charter in March under the state Education Reform Act of 1993.

One of the lesser-known aspects of education reform is charter schools, which are public schools funded by tax dollars but operated outside the jurisdiction of any local school board or the state Department of Education.

The charter school movement began in Minnesota in 1991 and is slowly making its way across the country. In Massachusetts, charter schools are seen as the latest vehicle for educational innovation, a concept the Uxbridge parents seized

See CHARTER SCHOOL — Page 12

12 — THE CALL, Tuesday, Feb.

Charter school

upon.

Valle, who organized the charter school committee with colleague Gail Epstein, read about the coming of charter schools to the state in local newspapers last year and decided to get in on the ground floor of what seems to her like a sincere search for innovation in learning.

At the time, the state had no specific criteria or application, but it was determined by Robertson that a more tailored process was necessary.

Valle said that the latest information she received from Robertson's office pointed to the fact that Uxbridge may be among about 50 applicants for the state's first charter awards.

The law allows either 10 parents, two certified teachers, or any business, institution or college entity to start their own school, and Valle said her sense was that not many of those who have come forward with a proposal are strictly parents'

groups.

The Uxbridge charter model is a comprehensive one and takes up about 100 pages of answers and documentation to the questions included on the formal application.

Every aspect is covered from profiles of the founding coalition members to financial statements to curriculum to student recruitment methods.

The Uxbridge Charter Middle School targets enrollment at 50 students in grades 5 through 8. The model embraces education through a humanistic and holistic approach, one that makes parent involvement imperative.

Although a finance subcommittee of the group has crunched the numbers, Valle said the financial information would not publicly be disclosed because of on-going negotiations for space for the new charter school.

Ideally, Valle said, the group would like to lease existing space in

the Uxbridge public schools — a total of about three classrooms — for the charter school.

"But it's too early to tell," she said.

Last month, Valle and Epstein opened a dialogue with the School Committee whose members were interested in discussing the proposal further — after Valle has a charter in hand.

Valle said she has been most surprised by the amount of public support the idea of a charter school in Uxbridge has received from the community at large.

Letters of support from residents, businessmen and politicians have been included in the application.

"And they have come from the most unexpected places," Valle said.

The first charter schools are expected to be awarded by Robertson March 15, with legislative hearings on the charter school proposals scheduled for sometime in March.



APPENDIX C

Parent Survey



Summary of Parent Survey Regarding Interest in a Charter Public Middle School in Uxbridge

We surveyed by telephone a random sample of households currently listed as having a child attending the 2nd, 3rd, 4th, 5th or 6th grades in Uxbridge. From the 706 total enrollment list we selected a sample of 105 households. We reached 83 households of whom 75 reported having a student who "will be attending middle school in the next 5 years."

After a brief description of what a charter public school is and a description of the type of charter public middle school we are proposing, the respondents were asked if they might be interested in having the option of an alternative public middle school for their children.

54 of 75 or 72% said "yes."

In the worst case from our sample of 105, if all of the 25 not reached or who declined to answer in fact had children who will be middle school students and had stated they were not interested, the percentage of "interested" would drop to 54 of 105 or 51%.

A sample size of 105 from a total population of 706 can be expected to reflect the responses of the total population with an accuracy of $\pm 9\%$ ¹. That means the worst case rate of 51% interested might be as low as 42% or as high as 60% in the total population.

We do not believe that it is fair to conclude from this result that 508 or even 360 of these parents will apply to admit their children to the charter middle school, but it does indicate a strong interest among parents in a middle school alternative for their children.

I have a copy of this report, the survey instrument and the result totals upon request.

TABLE OF SURVEY RESULTS

GRADE(S)	TOTAL ENROLLMENT	SAMPLE SIZE	" HOMESCHOLDS REACHED	" WITH PROSPECTIVE MIDDLE SCHOOL STUDENT	" INTERESTED"	" NOT INTERESTED"	" NOT SURV.
2-6	706	105	83	75	53	7	15

PERCENTAGE OF THOSE REACHED WHO HAD A PROSPECTIVE MIDDLE SCHOOL STUDENT AND REPORTED "INTERESTED" IN HAVING A CHARTER PUBLIC MIDDLE SCHOOL, ALTERNATIVE 54/75 = 72%

WORST CASE IF ALL OF SAMPLE NOT REACHED OR NOT SURVEYED HAD REPORTED "NOT INTERESTED" = 54/105 = 51%

95% CONFIDENCE OF SAMPLE SIZE OF 105 FOR A TOTAL POPULATION OF 706 = +/- 9%

RATE OF SAMPLE OBTAINED BY CLASS, FROM THOSE HOMESCHOLDS FOR WHICH PHONE NUMBER COULD BE OBTAINED. THIS ACCOUNTS FOR DIFFERENCE IN RANGE OF SAMPLING PERCENTAGE FOR DIFFERENT CLASSES (2ND 21%; 3RD 10%; 4TH 13%; 5TH 15%; 6TH 15%).

Charter Public Middle School Survey

Hello, my name is _____ and I am calling for a group of Uxbridge citizens who are in the planning process to start a charter public middle school in our district. We are conducting a short survey of parents. Do you have about 5 minutes to answer 2 or three questions about this? Your answers are anonymous and we are not asking for any commitments.

Do you have children who will be attending middle school in the next 5 years?

Y N *If Y continue, if N, Thank you for your time /*

Briefly, a charter school is a school that:

- is public--open to anyone in the community, although space is limited
- teaches the basic skills of reading, writing, mathematics and science while exciting children about learning
- and
- has a strong involvement of parents

The goal is for you to be able to choose to have your children attend a public middle school that recognizes your child as an individual with individual learning styles; a school that emphasizes active learning, working together, and recognizes that making mistakes is part of the learning process.

As I said before, you are not being asked at this time to sign up your child for a charter middle school option. However, in the planning stage, we need to know how many parents in the community might be interested in having the option of an alternative public middle school for their children.

Is this something you might be interested in?

Y N not sure

Do you have any specific ideas about the kind of school or special programs that you would like to see in a new middle school?

Thank you very much for your time.



APPENDIX D

Uxbridge Public School Committee Minutes



3.1

Minutes
Uxbridge School Committee
January 12, 1994

Meeting was called to order at 7:30 PM. Present: Mrs. Bergeron, Mr. Bouchard, Mrs. Choquette, Mr. Cove, Mr. Daigle, Mrs. Maguire, Superintendent Ronan.

Reports/Questions

Mr. Cove presented the recommendation of the Facility Study Committee. The recommendations are as follows:

1. To move all Kindergarten classes to the Blanchard School effective the 1994-95 school year.
2. To request that the Blanchard School Council submit a plan for the provision of preschool/day care by March 1, 1994.
3. To reconvene the Facility Study Committee in September 1994 to review enrollment projections for 1995-96 and the need to relocate Grades 4 & 8. (To be coordinated with #4).
4. To submit an article to the Annual Town Meeting for May 1994 requesting a School Building Need Committee be appointed to review enrollment projections, space needs, and space options, including year round schools, addition(s), a new school, other capital projects, and availability of state aid.

Motion was made and seconded to implement the Facility Committee's recommendations:

M. Mrs. Maguire
S. Mr. Bouchard
V. Unanimous

Ms. Epstein and Mrs. Vallee reported on their Charter School proposal for Grades 5-8. They asked the Committee to consider leasing space in 1995 for their use if they were awarded a charter.

The Committee agreed to consider their request.

Other monthly reports were reviewed. Discussion on Mr. Roberts' report focused on health curriculum, needs of non-college bound students, changing needs in the marketplace, and the process to be used to determine Uxbridge High School's common core of learning within the system's strategic plan.

Minutes: A motion was made and seconded to accept the minutes of December 6 and 7, 1994.

M. Mr. Cove
S. Mr. Daigle
V. Unanimous

Financial Report: School lunch price needs to increase .25 over the next two (2) years. Lunch prices will be reviewed in May.

A motion was made and seconded to approve attached transfers.

M. Mrs. Maguire
S. Mr. Daigle
V. Unanimous

A motion was made and seconded to approve fund raisers for the Uxbridge High School Band as requested.

M. Mrs. Maguire
S. Mr. Daigle
V. Unanimous

Personnel: Pending actions were noted. A motion was made and seconded to approve a five (5) day unpaid leave of absence for Mrs. Patricia Manning.

M. Mr. Cove
S. Mrs. Choquette
V. Unanimous

Policy: A motion was made and seconded to approve the following Policy changes at a second reading

- Addenda Policy 622 Medication Administration
- Policy 141 Blanchard Council Bylaws
- Amendment Policy 121 Conflict of Interest
- Amendment Policy 130 Community Relations
- Amendment Policy 200 Organization of Schools
- Revision of Policy 211 Recruitment and Hiring of Staff
- Revision of Policy 220 Operation Uxbridge Public Schools

M. Mrs. Choquette
S. Mr. Cove
V. Unanimous

A motion was made and seconded to approve amendments to Policy 310 (Substitute Teachers) and to eliminate Policy 300 (Stipend Positions) at the first reading.

M. Mr. Cove
S. Mr. Daigle
V. Unanimous

The next School Committee meeting is scheduled for February 2, 1994 at 7:30 PM Uxbridge High School Cafeteria. A motion was made and seconded to go into executive session for purposes of collective bargaining and litigation.

M. Mr. Bouchard
S. Mrs. Maguire
V. Unanimous on a roll call vote

A motion was made and seconded to go out of executive session and adjourn at 10:30 PM.

M. Mrs. Choquette
S. Mr. Bouchard
V. Unanimous



APPENDIX E

Uxbridge Charter Middle School Committee Member Profiles



COMMITTEE MEMBER PROFILE

Name: Gail Epstein, MEd

Address: 608 Elmwood Ave. Uxbridge, MA 01569

Phone Number: 508-278-3569

Describe reasons for involvement in the Charter School Committee:

My experience in education over the past 15 years has afforded me the opportunity to gain insight into how children learn, environments that enhance a child's self esteem and ability to see themselves as competent learners. I believe all children have the right to be part of an educational system that values them and supports their individual learning style. It is clear that the public educational systems need to incorporate innovative techniques and develop stimulating programs within public education.

Describe your involvement in the Charter School Committee:

I have been involved in the formation of the Charter School Committee. I have assisted in the writing of the Mission Statement, Goals and Objectives. In addition, I have attended public forums and School Committee meetings regarding the Charter School.

Occupation/Employer:

Director of Early Childhood Education - YWCA of Northern RI for 7 years

Part-time Instructor - Quinsigamond Community College
Early Childhood Education Department

Pertinent Experience/ Community Involvement:

I was a member of the Uxbridge/Blanchard Early Childhood Site Council for 4 years, and served as the Co-Chair for one year. While a Council Member, I wrote the By-laws and assisted in the writing of Chapter 188 Grant proposals. In addition, I have brought my Early Childhood expertise to the preschool/daycare parents and teachers by conducting many workshops on topics ranging from Creative Approaches to Discipline, to Sibling Rivalry.

I have been an active member of the Uxbridge Community for 14 years. I am the co-founder of Uxbridge Parents for Clean Air and Water, a group dedicated to maintaining a healthy environment for our community members. I have also been an active supporter of our Town Library, encouraging both the community and Finance Committee to support the Library.

Gail Epstein

Page 2

I am an active member on the Student Recruitment Committee at Touchstone Community, an independent school serving children from grades K-6. This school was founded by parents in the Blackstone Valley in 1982 and remains a cooperative effort between parents, teachers, and students.

I have successfully attained grant funding for the Uxbridge Summer Music Series for 1992, 1993, and 1994. These free concerts are attended by hundreds of families throughout the Blackstone Valley and are held at Voss farm, a part of the Blackstone Valley National Heritage Corridor.

Lynne M. H. Ritucci
100 Myrtle Street
Wrentham, Massachusetts 02093
(508) 384-6074

OBJECTIVE

To start a charter school that is a model for how parents, teachers, students, and the community can provide an educational process that fosters the healthy balanced development of students who can become world citizens.

HIGHLIGHTS

- *Invited to write a guest column on local newspaper on "Gender Fair" schools.
 - *An active advocate for developing non-violent conflict resolution, gender fairness, and global awareness in local public school.
 - *Education reform activist- Ongoing study and interest in innovative curricula including portfolio assessment, multi-age classrooms, cross-age teaching, integrated curricula, and the role of the arts in schools.
-

RELEVANT SKILLS & EXPERIENCE

EDUCATION

- *Actively participated in a community based group focused on educating parents, teachers and administrators to:
 - Adopt developmentally appropriate approaches to math
 - Support teachers who want to utilize whole language approach to reading
- *Taught and tutored reading using the approach best suited to each student's learning style.
 - Used whole language approach
 - Made reading interesting, natural and fun
 - Facilitated changes in parent behavior to assist child's learning
- *Taught at preschool, kindergarten, fourth, fifth, and sixth grade levels
- *Developed a hands-on geography unit that allowed for different levels and styles of learning.

ORGANIZATIONAL AND COMMUNITY DEVELOPMENT

- *Team designed a new structure for a 10,000 member national association.
 - Co-created an action plan to insure each center had a voice at the national levels; wrote by-laws.

- Resolved conflicts, built consensus around a vision
- *Development of one of 60 local centers to advocate for and support women and the importance of the mothering role.
- Developed a mission statement
- Supported a non-hierarchical organization using consensus decision making.
- Assessed the needs of diverse constituencies within the organization and developed programs and policies to fulfill these needs.
- *Designed and co-coordinated all aspects of local conference.
- Invited key speakers, selected discussion group topics and facilitators
- Arranged the schedule, space, registration process, childcare, and food
- Led closing session

FACILITATION AND PRESENTATION SKILLS

- *Facilitated a meeting of parents, teachers, and administrators to promote honest dialogue and find common ground for improving childrens' education during a time of conflict.
- Resulted in teachers and principal joining parents group to work together
- *Guided discussion groups as facilitator on parenting, and women's issues.
- *Designed and co-facilitated workshops, presentations, and round table discussions at national conferences.

WORK HISTORY

1993-present	School Council Member	Wrentham Public Schools
1993	Superintendent Search Committee	Wrentham Public Schools
1992-present	Board of Trustees	National Association of Mothers' Centers
1992-present	Steering Committee	Wrentham Education Forum, Inc.
1989-present	Peer Facilitator	Franklin Area Mother's Center
1987-1992	Steering Committee	Franklin Area Mother's Center
1988-1990	Reading Tutor	Self Employed
1987, 88, 90		
91-present	Mother of Four Daughters	
1986-87	Reading Specialist	Warren Public Schools, RI

1985-86	Kindergarten Teacher	John Hope School, RI
1985	K-6 Substitute Teacher	Rhode Island Public Schools
1984-1985	Preschool Teacher	Randolph Preschool, MA

EDUCATION

Bridgewater State College, Bridgewater, MA
B.S., Cum Laude, Elementary Education, 1984

Wheelock College, Boston, MA
9 graduate credit hours, Early Childhood

Rhode Island College, Warwick, RI
12 Credit hours, towards Masters in Education, Reading
Specialization

PROFESSIONAL TRAINING

Workshops focusing on the following topics: Sexual Abuse,
Classroom Management, Teacher Made Materials, Music for the
Classroom, The Importance of Reading to Children, Art for the
Classroom, Integrated Curricula, Children's Literature in All
School Subjects, Creating a Collaborative School, Developing
a Strategic Plan, Gender Bias in the Classroom, Non-Sexist
Child Rearing

16 week training on facilitating, consensus decision-making,
and group dynamics

8 week advanced group facilitator training

PROFESSIONAL MEMBERSHIPS

American Association of University Women
National Association of Mothers' Centers

COMMITTEE MEMBER PROFILE

Linda Corona
192 Granite Street
Uxbridge, MA 01569

(508) 278-6226

Describe reasons for involvement in the Charter School Committee:

My main reason for involvement in the Charter School Committee is that I have two children who attend public school. I am very excited about the Charter School concept and would like to have the opportunity to offer my children the best educational environment within the public school. It also offers the opportunity for me to have input into the philosophy and educational practices of the Charter School.

Describe your involvement in the Charter School Committee:

I participated in the early meetings when we developed the philosophy of the Charter, participated in the telephone survey, Public Forum and planning meetings.

Occupation/Employer:

Certified Occupational Therapy Assistant/Licensed/Uxbridge Public Schools,
Uxbridge, MA ~~present~~ 1989 - Present

Providing direct Occupational Therapy treatment to children ages Preschool through High School level.

Pertinent Experience/Community Involvement

Harvard Graduate School of Education, Cambridge, MA

Staff Assistant to Acquisitions Librarian, Monroe C. Gutman Library, 1970-73

Secretary to Assistant Librarian, Gutman Library, 19773-76

Information Coordinator--Published a Weekly Calendar of events, acted as Liaison for Harvard Graduate School of Education within the University, coordinated Commencement activities, 1976-79

Committee Member Profile.

Name : Robert Wills.

Address : 105 Johnson Road, Uxbridge, MA.

Phone Number : (508) 278 - 3995

Describe reasons for involvement in the Charter School Committee :

To help provide a reasonable and responsible alternative education for children of middle school age in Uxbridge, which would include a time developmental curriculum, fostering love of learning and help the children develop into strong independent scholars.

Describe your involvement in the Charter School Committee :

Aided in drafting some of the policies and application.
Gave assistance with some of the initial research.

Occupation / Employer :

Analytical Biochemist at Seragen Inc. Hopkinton MA.

Pertinent Experience / Community Involvement :

Parent of children in independant parent run school.
Studied education in England for three years. Middleton St.George College of Education, Co.Durham.

Parent Profile

Name: Linda Faltaous
Address: 15 Old Elmdale Road
Uxbridge, MA 01569
Phone: (508) 278-3805

Children: two daughters, age eight

EDUCATION

B.A. , University of Massachusetts
M.Ed., Worcester State College
Coursework, Harvard University GSAS

Relevant graduate coursework :

Program Planning and Management
Research and Evaluation
Group Behavior
ESL
Train the Trainer
Foundations of Philosophy in Education
Foundations of Psychology in Education

PAST EXPERIENCE

Research assistant in the preparation of a foreign language
textbook, Harvard University GSAS

Teaching Assistant, Harvard University

Contract administrator for Honeywell Information Systems

VISTA Volunteer - served as Director of the Blackstone Valley Literacy
Project

Director of the Uxbridge Adult Education Program

Member of the Blanchard Early Childhood Council , Uxbridge

Classroom Volunteer, Taft Elementary School, Uxbridge

Owned and operated a children's thematic learning store, specializing in children's creative arts workshops

CURRENT EXPERIENCE

Currently a home schooling parent of second-grade children, using an integrated, thematic curriculum

PHILOSOPHY AND REASON FOR INVOLVEMENT

Children learn best in an environment that encourages inquiry and interactive participation. They bring to school the sum total of their experiences , and thus, are potentially the best teachers of what they know. Yet, the traditional classroom facilitates neither inquiry nor participation. This lack of recognition of who the child is, what her (his) experiences are, and how those experiences can be applied to her learning devalues the child of her enthusiasm and creativity.

There is nothing more remarkable than witnessing a child making her own discovery and her own cognition of what it means. Recently, I gave my daughter a protractor and a compass. I told her there were 360 degrees in a circle and that this would help her to "cut" fractions. She asked me if a third would have 102 degrees. Though this second grader had never been introduced formally to division , though her answer was not correctly computed, she discovered the process of division. This one dollar gift and the gift of time will no doubt allow her to teach herself geometry and division.

I would like both my daughters to have many more opportunities for discovery.

The model proposed by this charter application has recognized the need for inquiry and the discovery process, the importance of student

involvement and investiture, creativity and innovation, and interdisciplinary learning which allows for reapplication and utilization in real life situations.

Lastly, I would very much like to see a commitment to diversity and an anti-biased curriculum. This is critically important to the children of a homogeneous community such as ours. However, we must avoid the all too common approach of teaching about people (the "other Americans") Instead, we promote the true spirit of our pluralistic nation when we study through our people. As the mindset is one of true American representation, James Baldwin will be studied as a great writer, rather than one of the great black writers. (Black History Month was necessitated because of the purposeful omission of true history. Wouldn't many think it silly to have a White History Month?) When the focal point is an America which is all-inclusive, we are not learning about "those others" but we are learning about "one of our own".

Likewise, we must teach world culture with respect and sensitivity that our children understand their relativity to their global society.

COMMITTEE MEMBER PROFILE

Name: Robert W. St. John

Address: 720 Hartford Avenue East, Uxbridge, MA 01569

Phone Number: (508) 278-5149

Describe reasons for involvement in the Charter School Committee:

My family has been actively involved in the field of education for generations. My father and Grandfather were well known for their work with the Choate School, a preparatory school in Wallingford, CT. My Brother currently teaches English and Drama at his local High School in Maine. The prospect of developing a charter school in my own community awakens the legacy within me. While I am supportive of the strides that our local schools have taken, I am interested in seeing the advantages of a charter school come to fruition.

Describe your involvement in the Charter School Committee:

My attendance at the Charter School Committee meetings has been focused on the review of the actions taken by Committee Members; the offering of critical analysis of these actions; and the providing of direction for future efforts and activities.

Occupation/Employer:

- Site Development Consultant, Registered Landscape Architect
- President, St. John Lodge, Inc.

Pertinent Experience / Community Involvement:

- Consultant to the Town of Uxbridge on expansion plans for the Taft, Whitin, and High School
- Past Chairman and current member of the Uxbridge Police Station Building Committee
- Member of the Uxbridge A.D.A. Committee
- Uxbridge Youth Soccer Coach
- Memberships
 - American Society of Landscape Architects
 - Boston Society of Landscape Architects
 - American Institute of Architects
 - Boston Society of Architects

COMMITTEE MEMBER PROFILE

Name: Mary A. (Urch) St. John

Address: 720 Hartford Avenue East, Uxbridge, MA 01569

Phone Number: (508) 278-7274

Describe reasons for involvement in the Charter School Committee:

I have two children, one of whom will be starting 5th grade in the fall of 1995. I want to be able to have an option when sending him to Middle School. I have been strongly involved in my childrens' education to date and want to continue with these efforts. The Charter School concept is a new, exciting, innovative idea and I want to be involved in the process.

Describe your involvement in the Charter School Committee:

I have been involved in the planning process for the Charter Middle School from the Committee's inception. Many of the Committee meetings have been sponsored at my house.

I have participated in a public informational meeting to get other parents involved and interested. I am currently on the Finance Committee and have conducted surveys of parental interest throughout the community.

Occupation/Employer:

- Treasurer, St. John Lodge, Inc.
- Registered Nurse
- At home Mother

Pertinent Experience / Community Involvement

- Community Representative, E.F. AuPair, Inc. A nonprofit Organization, Cambridge, MA
- Member, Parent Advisory Council
- Volunteer, Uxbridge Taft School
 - Kindergarten Library Reader
 - Kindergarten Learning Center Assistant
 - Third Grade Computer Class Assistant
 - Books & Beyond Reading Program Assistant
 - Fluoride Rinsing Program Assistant

Committee Member Profile

Charles P. Sweet, MD, MPH
510 Mendon Street
Uxbridge MA 01569
(508) 476-7672

Description of reasons for involvement in Charter School Committee:

- Interest in alternative and dynamic approaches to education within the public sector as a vehicle for improvement of public education throughout the community.
- Conviction that strong, effective public education is a key to a stable, healthy community.

Description of involvement in Charter School Committee:

- Needs assessment survey and presentation
- Draft admissions policy

Occupation/Employer:

- Public Health Physician specializing in occupational and environmental health.
- MedWorks Occupational Health Program, Marlborough Hospital, Marlborough, MA.

Pertinent Experience/Community Involvement:

- Primary care physician in the Uxbridge community for 10 years.
- Experience as a public health educator in the areas of preventive medicine, occupational and environmental health.
- Uxbridge Recycling Committee, an adhoc subcommittee of the Board of Health.

COMMITTEE MEMBER PROFILE

Name: Carolyn A. Kogut

Address: 87 Linwood Street, Linwood, MA 01525

Phone Number: 508-278-3173

Describe reasons for involvement in the Charter School Committee:

Describe your involvement in the Charter School Committee:

As an active participant in the Charter School meetings and decisions.
Helping develop curriculum and objective for the application.
As a concerned parent and educator.

Occupation/Employer:

Art Teacher: Leominster High School, Grades 9-12
B.A. Bridgewater State College
M.A.E. Rhode Island School of Design
Certification K-12

Pertinent Experience/ Community Involvement:

Teacher in Public school system for 12 years
Obtained Master degree from RI School of Design 1990
Developed art curriculum for K-12 for Leominster Public School System
Coordinated and directed art show exhibitions
Organized yearly scholarship program for art students
Personnel Manager for the Fair Department Store
Ran and owned Pottery business
Member of Uxbridge Women Club- involved in community service

COMMITTEE MEMBER PROFILE

Name: Anna Head-Kogut

Address: 80 Elmdale Road, Uxbridge, MA 01569

Phone Number: 508-278-7103

Describe reasons for involvement in the Charter School Committee:

Interest in Educational Reform.

Strongly believe children learn at different levels.

Charter concept addresses a wider variety of student learning needs and encourages greater parental involvement.

Describe your involvement in the Charter School Committee:

Attend weekly meetings, telephone survey, public relations.

Occupation/Employer:

Stay at home mother of two children, ages 3 1/2 and 5.

Pertinent Experience/ Community Involvement:

Experience: Prior to having children, I worked for Data General Corporation for seven years as a Sales Administrator and Contract Administrator. Wrote and implemented policies and procedures. Gave presentations and held various training workshops.

Pride Circle leader, specializing in Group Dynamics, assertiveness, and Bi-Polar training.

Community: Founder of "For Our Children", a non-profit organization created for children's projects. currently working on updating a local park and just received a grant from a local community foundation.

Member of the Uxbridge Woman's Club. Recently appointed to the Executive Board.

Volunteer "reader" for a kindergarten class in town.

Volunteered in past for Uxbridge Library Children's Room.

RESUME

Ms. Ronnie Fischer
310 Mendon Street
Uxbridge MA 01569
(508) 475-7672

Education

Ed M. Counselor Education Boston University 1976

B.A. Oberlin College 1971

Certification

Massachusetts Teaching Certificate in Guidance Counseling secondary English and social studies

Maine Teaching Certificate in Guidance Counseling

Certified Alcohol Counselor in Massachusetts and Rhode Island

Work Experience

December 1993 to present - Guidance Counselor at Thomas Price School, Princeton MA grades K-5

September 1992 to June 1993 - Elementary Guidance Counselor at West Harpswell School, M.S.A.D. 75, Topsham, Maine. Provide counseling services for students in grades K-6 consultation to teachers and parents.

September 1987 to June 1992 - Elementary Guidance Counselor, Stow Public Schools Stow, Mass. Provided counseling services to students, consultation to teachers and parents. Taught substance abuse prevention and developed and piloted a state funded disability awareness program

June 1987 to September 1987 - Substance Abuse Counselor on consultant basis at Bancroft Human Services, Mendon, Mass. (Agency closed in September 1987 due to loss of funding.) Provided counseling services for adolescents and adults

June 1986 to June 1987 - Substance Abuse Coordinator at Human Services Center of Hubbard Regional Hospital, Webster, Mass. Coordinated substance abuse services provided case management, treatment, and education for individuals and families.

September 1983 to June 1986 - Substance Abuse Counselor at ROAD Counseling, Woonsocket, R.I. Provided assessment, education, and treatment for individuals and families and liaison with community agencies.

March 1982 to July 1983 - Staff Clinician at Chandler Street Center, Worcester, Mass. Provided individual and group counseling, assessments, and case management in day treatment component for drug addicted women.

1978-1979 school year - Elementary Guidance Counselor Burlington, Mass. Provided counseling services for students chaired special needs evaluations

1977-1978 school year - Long-term substitute Guidance Counselor, Bigelow Junior High School, Newton, Mass.

1976-1977 school year - Guidance Counselor (replacing someone on a leave of absence), Chenery Middle School, Belmont, Mass.

COMMITTEE MEMBER PROFILE

Name: Marianne Valle

Address: 59 Witek Street, Uxbridge, MA 01569

Phone Number: 508-278-5471

Describe reasons for involvement in the Charter School Committee:

I believe the creation of charter schools will afford a quality education for those students/families who seek an alternative to the present public school system. The existing public schools have many fine teachers and programs, however, the structure does not support the process of change and innovation. The charter school alternative will allow for the application of innovative approaches to education and open this opportunity to individuals with similar philosophies and objectives.

Describe your involvement in the Charter School Committee:

I have been actively involved in all aspects of the Uxbridge Charter Middle School proposal development. This participation has included collaboration in the development of the philosophy and objectives, research and development necessary to complete the application and coordinating the efforts of the committee members.

Occupation/Employer:

1993 - Present: *Uxbridge Public Schools - Registered Nurse*

Responsibilities/accomplishments include:

- Development and implementation of pre-school health curriculum.
- Home health and nutrition counseling.
- Assessing the health status of students.
- Development of policies and procedures as they relate to health issues.
- Member of the Health Care Advisory Committee.
- Development and implementation of system-wide policy and procedure for medication administration in compliance with DPH regulations.
- Staff development as related to issues of health.
- Planned and implemented program to administer Hepatitis B Vaccine to all at risk employees.
- Planned and implemented program to administer Mantoux tests (tuberculosis) to all parent volunteers in the system.

Marianne Valle
Page 2

*1991 - 1993 Memorial Hospital of Rhode Island 0 Clinical Nurse Manager
of Family Centered Obstetrical Unit*

Responsibilities/accomplishments included:

- Total management responsibility for 28 bed obstetrical/gynecological unit with staff of 20 FTE's.
- Responsible for fiscal management of departmental expenses including capital budget, supply budget, special order materials and staff budget.
- Implemented billing system for special procedures which resulted in a revenue increase of \$80K annually.
- Developed and implemented a departmental plan for Continuous Quality Improvement.
- Developed and implemented policies and procedures to comply with regulatory requirements.

*1986 - 1991 Milford Whitinsville Regional Hospital - Milford, MA
Registered Nurse/Obstetrics*

*1982 - 1985 Goddard Memorial Hospital - Stoughton, MA
Registered Nurse/Neonatal*

*1979 - 1981 Kennedy Memorial Hospital - Brighton, MA
Registered Nurse/Pediatrics*

Pertinent Experience/ Community Involvement:

1988 -1991 Secretary/ Uxbridge Affordable Housing Committee

Developed and implemented 1.2 million dollar proposal for a 16 unit state subsidized housing development. This project was a collaborative effort between the developer, Uxbridge Affordable Housing Committee, Massachusetts Housing Finance Agency and the Massachusetts Home Ownership Opportunity Program.

1992 - Present Uxbridge Youth Basketball League Coach

Marianne Valle

Page 3

1989 - Present

Touchstone Community School Parent Volunteer

Touchstone Community School is an independent school located in Grafton, MA. This school encourages and relies on a high degree of parent participation. My participation has included:

- Member of the Student Recruitment Committee - 1990
- Member of ACT Committee. The responsibilities of this committee are similar to that of a parent advisory board.
- Member of the Building and Grounds Committee; members are responsible to complete maintenance work and cleaning.
- Class room volunteer.
- Planned and assisted with camping trip for the 8, 9, and 10 year old class.

1984 - Present


Uxbridge Public School Volunteer

- Reading volunteer - read weekly to a class of students (1989-1990)
- Books and Beyond Program Volunteer (1990-1991)
- Elementary Parent Advisory council member (1988-1991)
- Attend monthly Whitin School council Meetings as a parent (1992-present)



APPENDIX F

Uxbridge Public School
Research on Lease/Purchase Options



LAST
OPTION

2.1 Lease/Purchase Option

2.11 Basic requirements are outlined in letter and regulations attached. The letter was sent to four (4) groups that may have space to lease/sell.

2.12 Preliminary investigations conducted of these sites.

- 2.121 Good Shepard School - Not usable or available. No bathrooms, not accessible, no heating system, outside play space or adequate parking.
- 2.122 Victory Plaza - 4846 sq.ft. available. No outdoor play space, currently not enough bathroom spaces.
- 2.123 River-Glen - about 2.2 miles from Center of Town. Parking adequate. Outside space available. Only 2 M - 2 F toilets in building. Has elevator. Does appear entire building would be needed, given configuration. Four (4) small businesses are current occupants. Cnossen's Industrial Park is under development directly behind the building.
- 2.124 Depot Street - Limited parking, no outside space, not accessible. Location on river bank.
- 2.125 Trinity Supply Company - parking adequate, accessible but no outside play space, major interior conversion work needed to make usable space. Located 3.5 miles from Center of Town. Trinity may be purchased by the time this Committee meets.
- 2.126 Stanley Woolen Mill - see attached letter.

*no response
from developer*

SOLD.


2.127 *W. S. S. S. S.*

2.128 *Rogers Village.*



APPENDIX G

Uxbridge Public School
Budget Work papers '93 and '94



EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
DEPT 6413				
000-000 UTILITIES				
000-501 CENTRAL OFFICE TELEPHO	2037	2662.06	2100	
000-502 PAGERS	738	763.05	539	
TOTAL OBJ -000	2775	3425.11	2639	
110-501 TELEPHONES ELEMENTARY				
110-502 ELECTRICITY ELEMENTARY	22548	23513.27	23807	
110-503 WATER ELEMENTARY	1322	1938.41	1322	
110-504 SEWER ELEMENTARY	1296	1712.54	1228	
110-505 SPRINKLERS ELEMENTARY	70	0	75	
TOTAL OBJ--110	26136	28374.11	27332	
210-501 TELEPHONE M.S.				
210-502 ELECTRICITY M.S.	27079	35215.7	35000	
210-503 WATER M.S.	2400	2307.2	2011	
210-504 SEWER M.S.	2352	2032.8	1818	
210-506 GAS M.S.	0	0	0	
TOTAL OBJ-210	33637	41076.29	40635	
310-501 TELEPHONE H.S.				
310-502 ELECTRICITY H.S.	37240	36476.16	38792	
310-503 WATER H.S.	2600	1501.75	1793	
310-504 SEWER H.S.	2548	1357.83	1191	
310-505 SPRINKLERS H.S.	135	129.36	139	
TOTAL OBJ-310	48523	42720.1	46415	
TOTAL DEPT -6413	111071	115595.61	117021	
DEPT 6422				
000-000 BUILDING MAINTENANCE				
000-401 REFUSE REMOVAL	7280	4869.56	6500	
000-501 SUPPLIES	13235	26731.39	19240	
TOTAL OBJ-000	20515	31600.95	25740	
TOTAL DEPT -6422	20515	31600.95	25740	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
220-101 RESOURCE TEACHERS MS	98361	84189.75	102764	
320-101 RESOURCE TEACHERS HS	105734	101648.76	109829	
TOTAL OBJ -220			212593	
TOTAL DEPT -6271	568233	568749.36	739633	
DEPT 6310				
000-300 ATTENDANCE OFFICER	0	0	0	
TOTAL DEPT - 6310				
DEPT 6320				
000-101 NURSE (2 POSITIONS)	50231	49380.6	51854	
000-102 NURSE SUBSTITUTES	500	75	500	
000-103 DOCTOR	2500	2500	2500	
000-500 SUPPLIES	1147	1094.6	3357	
000-601 NURSE'S TRAVEL	500	66.66	250	
TOTAL OBJ -000	54878	53116.86	58461	
TOTAL DEPT - 6320	54878	53116.86	58461	
DEPT 6331				
000-502 PARTS/TRUCK	2300	1519.53	4970	
TOTAL DEPT - 6331	2300	1519.53	4970	
DEPT 6337				
000-000 GENERAL & VOCATIONAL TRANSPORTATION				
000-401 SCHOOL CHOICE TRANSPOR (FORMERLY LACKEY DAM)	10000	2822	3960	
000-402 GENERAL TRANSPORTATION	283548	281163.54	292382	
000-403 VOCATIONAL TRANSPORTAT	7500	8663.44	9000	
000-404 SPED GENERAL	55500	56862.27	55760	
000-405 SPED CONTRACTED	39800	32213.9	32970	
TOTAL OBJ - 000	396348	381725.15	394072	
TOTAL DEPT -6337	396348	381725.15	394072	
DEPT 6351				
000-000 ATHLETICS				
210-101 INTRAMURALS WHITIN	4415	3713	4547	
210-102 INTERSCHOLASTIC WHITIN	4325	3937	4454	
TOTAL OBJ -210	8740	7650	9001	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
310-103 INTERSCHOLASTIC	41894	35811.08	45029	
310-104 GAME MANAGEMENT		2723.5	16119	
310-406 TRANSPORTATION		4661	16290	
310-508 SUPPLIES		3644.74	7561	
TOTAL OBJ -310	41894	46840.32	84999	
TOTAL DEPT -6351	50634	54490.32	94000	
DEPT 6352				
210-603 EXTRA CURRICULARS-WHIT	922	1844	950	
310-604 GRADUATION	3360	2415.35	3360	
310-606 REG S.A.C.	100	0	100	
310-607 STUDENT COUNCIL	1136	1111	1136	
310-608 EX CURR SALARIES H.S.	7245	7734	9962	
310-609 NATIONAL HONOR	325	350	325	
310-618 MUSIC DEPT RECITAL	826	550	826	
TOTAL OBJ -310	12992	12160.35	15709	
TOTAL DEPT - 6352	13914	14004.35	16659	
DEPT 6411				
000-000 CUSTODIAL SERVICES				
000-301 HEAD CUSTODIAN	28840	28840	29705	
000-302 TRAVEL	198	197.23	198	
000-303 CUSTODIANS	180519	181390.52	186189	
000-305 OVERTIME	3986	7473.19	3820	
000-306 NIGHT DIFFERENTIAL	6560	6009.97	7702	
000-501 SUPPLIES	22680	21570.74	24672	
TOTAL OBJ -000	242783	245481.65	252286	
TOTAL DEPT -6411	242783	245481.65	252286	
DEPT 6412				
000-000 HEATING		0		
110-501 ELEMENTARY HEATING	17280	15066.63	15600	
210-502 WHITIN SCHOOL	27079	27079	35000	
210-503 HIGH SCHOOL	25762	26449.46	28600	
TOTAL DEPT -6412	70121	68595.09	79200	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
000-502 RESOURCE ROOMS-BLAN TAF WHITIN H.S.	4625	4588.35	755 2310 726 1379	
000-503 TESTING	8400	6069.92	8697	
000-504 COUNSELOR - CAREER CEN	2977	1977.46	3057	
000-601 MEMBERSHIPS/CONFERENCE	1200	0	1200	
000-603 TRAVEL IN STATE	100	0	100	
000-604 TRAVEL OUT OF STATE	100	0	100	
TOTAL OBJ - 000	164541	157562.11	195252	
TOTAL DEPT - 6270	164541	157562.11	195252	
DEPT 6271				
000-000 SPECIAL NEEDS				
000-203 AIDES H.S.	35626	37819.62	50190	
000-204 HOME/ESL TUTORS	7500	8616.28	8505	
000-205 AIDES MS RESOURCE	16412	14086.9	24361	
000-206 AIDES ELEM RESOURCE	26696	49255.53	63971	
000-207 AIDES PRESCHOOL	0	0	22073	
TOTAL OBJ - 000	86234	109778.33	169100	
020-401 MEDICAL EVALUATION	2500	7194.5	2500	
020-402 OT/PT	53054	53438.58	54311	
020-403 CONT. VOCATIONAL	6500	7560	6750	
020-404 VISION CONSULTANT	20800	12864	20800	
020-600 OTHER EXPENSES		0	0	
TOTAL OBJ - 020	82854	81057.08	84361	
120-101 ELEMENTARY RESOURCE	94642	90647.92	99181	
120-102 SPEECH/LANGUAGE	100408	101427.52	123647	
120-103 PRESCHOOL		0	50751	
TOTAL OBJ - 120	195050	192075.44	273579	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
210-101 LIBRARIAN	0	0	0	
210-201 LIBRARY/OFFICE CLERK/T	7107	6240	9161	
210-501 SUPPLIES	236	660.31	224	
210-502 BOOKS	1160	414.46	1103	
210-503 PERIODICALS	763	802.49	809	
TOTAL OBJ-210	9266	8117.26	11297	
310-101 LIBRARIAN	40528	40528.12	41744	
310-201 LIBRARY SUMMER AIDE		0	1500	
310-501 SUPPLIES	472	0	503	
310-502 BOOKS	2000	1942.62	5000	
310-503 PERIODICALS	960	944.41	960	
310-504 NEWSPAPERS	293	223.2	294	
310-506 REBINDING	100	199.95	153	
TOTAL OBJ-310	44353	43838.3	50154	
TOTAL DEPT-6250	62866	60880.67	74593	
DEPT 6260				
000-000 AUDIO VISUAL				
110-500 SUPPLIES & MATERIALS T	750	1149.5	2689	
210-500 SUPPLIES & MATERIALS W	753	420.02	2400	
310-500 SUPPLIES & MATERIALS H	1440	1427.38	3713	
TOTAL DEPT -6260	2943	2996.9	8802	
DEPT 6270				
000-000 GUIDANCE				
000-101 DIRECTOR PPS	24943	25544.9	24421	
000-102 COUNSELORS	68870	64145.83	71299	
000-103 SCHOOL PSYCHOLOGIST	30016	31342.13	36490	
000-201 GUIDANCE SECRETARY H.S	20957	21465.97	21985	
000-202 GUIDANCE AIDE - H.S.		0	12545	
000-401 COUNSELING SERVICES		0	8000	
000-501 OFFICE SUPPLIES	2353	2427.55	2188	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
310-101 HIGH SCHOOL SALARIES	837300	835434.21	1025876	
310-102 CURR.PROJECT LEADERS		0	10000	
310-103 SUBSTITUTES	6800	4579.33	6800	
310-501 GENERAL SUPPLIES	8897	6558.1	7220	
310-510 ENGLISH	928	936.33	509	
310-511 SOCIAL STUDIES	277	208.5	2687	
310-512 MATHEMATICS/COMPUTER	571	580.45	671	
310-513 SCIENCE/HEALTH	3345	3468.64	10925	
310-514 FOREIGN LANGUAGE		66.03	707	
310-515 BUSINESS EDUCATION		0	0	
310-516 LIFE SKILLS	2425	2348.96	3562	
310-517 ART	3323	2435.25	8428	
310-519 PHYS ED/HEALTH	1675	1575.86	4258	
310-526 INDUSTRIAL TECHNOLOGY	6361	4625.16	9743	
310-527 FIELD TRIPS	0	0	5000	
TOTAL OBJ-310	871902	862816.82	1096386	
TOTAL DEPT 6230	2661409	2664708.8	3161645	
DEPT 6240				
000-000 TEXTBOOKS		0		
110-500 ELEMENTARY	5370	5295.9	22298	
210-500 WHITIN	15570	15845.31	25827	
310-500 HIGH SCHOOL	5238	7441.73	26672	
TOTAL DEPT 6240	26178	28582.94	74797	
DEPT 6250				
000-000 LIBRARY SERVICES				
110-201 LIBRARY AIDE	8889	8849.36	11642	
110-501 SUPPLIES	358	75.75	500	
110-502 BOOKS TAFT	0	0	1000	
TOTAL OBJ-110	9247	8925.11	13142	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
110-517 ART TAFT	1671	1874.79	1987	
110-519 PHYSICAL EDUCATION	232	174.58	607	
110-530 READING	17931	15488.48	24714	
110-531 PENMANSHIP	2886	3138	3218	
110-532 GIFTED/TALENTED		0		
TOTAL OBJ-110	786406	790389.15	956952	
111-101 ELEMENTARY SALARY BLAN	0	0	0	
111-103 SUBSTITUTES BLANCHARD	0	0	0	
TOTAL OBJ-111				
210-101 WHITIN SALARIES	977427	972782.54	1048515	
210-102 CURR PROJECT LEADERS	1321	0	3360	
210-103 SUBSTITUTES	5500	20525.8	20500	
210-501 GENERAL SUPPLIES	5543	5643.18	6112	
210-510 ENGLISH	122	70.84	99	
210-511 SOCIAL STUDIES		0	2000	
210-512 MATHEMATICS		0	2027	
210-513 SCIENCE/HEALTH	1176	1205.25	10000	
210-514 FOREIGN LANGUAGE		0	1000	
210-516 LIFE SKILLS	2200	1652.79	3047	
210-517 ART	1665	1708.15	2054	
210-518 MUSIC		0	500	
210-519 PHYSICAL EDUCATION		0	908	
210-526 TECHNOLOGY	886	762.62	1671	
210-530 READING	7111	7151.16	6514	
TOTAL OBJ-210	1002951	1011502.83	1108307	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
210-603 TRAVEL IN STATE	100		100	
210-604 TRAVEL OUT OF STATE	100		100	
210-605 STAFF DEVELOPMENT-WHIT	4050	4416.84	10886	
TOTAL OBJ-210	97317	96460.46	109226	
310-100 HIGH SCHOOL ADMINIS				
310-101 HIGH SCHOOL PRINCIPAL	56393	56393	59585	
310-102 H.S. ASST PRINCIPAL	10000	10000.06	10300	
310-201 H.S. SECRETARY	21939	21938.28	22597	
310-202 H.S. SECRETARY	16289	16288.48	16777	
310-500 OFFICE SUPPLIES	4881	3844	9387	
310-601 MEMBERSHIPS & PUBLICAT	1318	1424	1470	
310-602 CONFERENCES	1100		1100	
310-603 TRAVEL IN STATE	100		100	
310-604 TRAVEL OUT OF STATE	100		100	
310-605 STAFF DEVELOPMENT-H.S.	3430	3368.68	11034	
TOTAL OBJ-	115550	113256.5	132450	
TOTAL DEPT	298813	295119.02	349434	
DEPT 6230				
000-000 TEACHING				
000-600 SPECIAL NEEDS FIELD TR (see below)	150	0	0	
110-101 ELEMENTARY SALARIES TA	737505	736573.22	885012	
110-102 CURRICULUM COORDINATOR	1321	1321	5361	
110-103 SUBSTITUTES TAFT	5850	18921.24	7000	
110-501 GENERAL SUPPLIES TAFT	15227	9346	15834	
110-510 ENGLISH		0	224	
110-511 SOCIAL STUDIES	0	0	2862	
110-512 MATHEMATICS	2864	3329.84	4485	
110-513 SCIENCE	919	222	5648	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
DEPT 6210				
000-000 DIRECTOR ADMINISTRATIVE SERVICES				
000-101 DIR ADMIN SERVICES	51787	51786.99	56055	
000-403 IN STATE TRAVEL	200	44.9	200	
000-404 OUT OF TRAVEL	100		100	
000-601 DUES/MEMBERSHIPS/CONF	100	204.33	100	
TOTAL OBJ -000	52187	52036.22	56455	
DEPT 6220				
000-000 PRINCIPALS				
110-100 ELEMENTARY SCHOOL ADMIN				
110-101 ELEMENTARY PRINCIPAL	53217	53216.99	56313	
110-201 SECRETARY TAFT (2 positions in FY94)	22913	23393.48	31814	
110-500 OFFICE SUPPLIES TAFT	1916	1968.94	2113	
110-600 MEMBERSHIPS	100		100	
110-602 CONFERENCES	1100	104.95	1100	
110-603 TRAVEL IN STATE	100	7.7	100	
110-604 TRAVEL OUT OF STATE	100		100	
110-605 STAFF DEVELOPMENT ELEM	6500	6710	5180	
TOTAL OBJ-110	85946	85402.06	96820	
111-201 BLANCHARD SECRETARY	0		10938	
111-500 BLANCHARD SUPPLIES	0		0	
TOTAL OBJ -111			10938	
210-100 MIDDLE SCHOOL ADMINISTRATION				
210-101 WHITIN PRINCIPAL	50985	50985	54015	
210-102 WHITIN VICE PRINCIPAL	5325	5325	5485	
210-200 WHITIN SECRETARY (2 positions in FY94)	33302	33499.95	33540	
210-500 OFFICE SUPPLIES	1935	1806.2	1935	
210-601 MEMBERSHIPS & DUES	420	409	2065	
210-602 CONFERENCES	1100	18.47	1100	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
DEPT 6110				
000-000 SCHOOL COMMITTEE				
000-200 S.C. SECRETARY	750		0	
000-401 S.C. LEGAL COUNSEL	11000	11000.04	12000	
000-402 SCHOOL COMMITTEE FEES	1000	3162.1	1125	
000-403 EMPLOYEE RECOGNITION	885	1029.25	131	
000-601 ADVERTISING	1000	1555.34	1000	
000-602 BOOKS & PUBLICATIONS	500	1278.03	500	
000-603 MASC/MISC	1595	1565	1600	
000-605 TOWN CENSUS	0	0	0	
000-607 PRINTING-DISTRICT	667	373.41	815	
TOTAL OBJ -000	17397	19963.17	17171	
TOTAL DEPT-6110	17397	19963.17	17171	
 DEPT 6120				
000-000 SUPERINTENDENT'S OFFICE				
000-001 SUPERINTENDENT	68969	68978	71347	
000-201 SECRETARY/BOOKKEEPER	25457	24547.62	22495	
000-202 SEC/ACCTS PAYABLE/PAYR	21265	21520.93	23387	
000-401 WORKSHOPS	1200	386	900	
000-402 CURRICULUM PREP			2000	
000-403 TRAVEL IN STATE	100	202.3	300	
000-404 TRAVEL OUT OF STATE	100		200	
000-501 POSTAGE DISTRICT	5189	5664.5	6048	
000-502 OFFICE SUPPLIES	833	2984.38	718	
000-601 MEMBERSHIPS	1289	1284	1430	
TOTAL OBJ -000	124402	125567.73	128825	
TOTAL DEPT -6120	124402	125567.73	128825	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
DEPT 6740				
000-000 REPLACEMENT OF EQUIPMENT				
000-802 PLANT OPERATIONS	800	0		
TOTAL OBJ -000	800	0		
110-803 ELEMENTARY	299	215.99		
210-804 MIDDLE SCHOOL	348	0	3351	
310-805 HIGH SCHOOL	2330	1325		
TOTAL DEPT -6740	3777	1540.99	3351	
DEPT 6910				
000-000 PROGRAMS WITH OTHER SCHOOLS				
000-901 PLACEMENT & TREATMENT	95777	84840.86	50000	
000-902 TUITIONS	25480	22517	58709	
TOTAL OBJ -000	121257	107357.86	108709	
TOTAL DEPT -6910	121257	107357.86	108709	
TOTAL EXPENDITURE ACCOUNTS	5155455	5155098	6106771	
S.T.M. 6/22/93	2751		5155455	
NET BALANCE	5158206	5155098	<u>951316</u>	
		Debt & Interest	<u>211031</u>	
		New \$	<u>\$740,285</u>	

EXPENDITURE ACCOUNTS	FY93 BUDGET	FY93 EXPENDITURES	FY94 BUDGET	FY95 BUDGET
DEPT 6423				
000-000 EQUIPMENT MAINTENANCE				
000-401 CENTRAL OFFICE	39746	47977.59	63019	
110-402 ELEMENTARY		0	0	
210-403 MIDDLE SCHOOL	463	431.28		
310-404 HIGH SCHOOL	2374	2521.28		
320-405 PUPIL PERSONNEL		258.88		
320-406 PLANT OPERATIONS		0		
TOTAL OBJ -320	0	0	0	
TOTAL DEPT -6423	42583	51189.03	63019	
DEPT 6520				
000-000 INSURANCE				
000-501 ATHLETIC	2912	3000	3200	
000-503 SCHOOL BOARD LIABILITY	3000	3152	3300	
000-504 DISABILITY/ASSISTANCE	8520	8920.03	13500	
TOTAL OBJ -000	14432	15072.03	20000	
TOTAL DEPT -6520	14432	15072.03	20000	
DEPT 6530				
000-401 LEASE (COPIER/TRUCK)	2120	4119.73	3768	
TOTAL OBJ -000	2120	4119.73	3768	
TOTAL DEPT -6530	2120	4119.73	3768	
DEPT 6720				
000-000 IMPROVEMENTS OF BUILDINGS				
00-400 ALL BUILDINGS	2841	4598.85	19105	
TOTAL DEPT -6720	2841	4598.85	19105	
DEPT 6730				
000-000 EQUIPMENT ACQUISITION				
110-801 ELEMENTARY	3268	4537.22	8491	
110-802 PLANT OPERATIONS	3312	2943.93	10440	
TOTAL OBJ -110	6580	7481.15	18931	
310-803 HIGH SCHOOL	20332	25561.19	20872	
TOTAL DEPT -6730	26912	33042.34	39803	



APPENDIX H

Uxbridge Public School
School Choice Tuition '92-'93

INFORMATION AND OUTREACH

SCHOOL CHOICE TUITION RATES

1992-1993 PUPILS AND EXPENDITURES

04 UXBRIDGE

	INSTRUCTION	PUPIL SERVICES	ADMINISTRATION MAINTENANCE FIXED CHARGES	TOTAL EXPENDITURE	AVERAGE MEMBERSHIP	AVERAGE COST	ALLOWED COST
-REGULAR DAY PROGRAMS--							
1. PRE-SCHOOL	8,605	23,894	3,429	35,928	59.4	1,905	1,429
2. KINDERGARTEN	158,878	59,454	63,307	281,639	147.8	2,388	1,791
3. ELEMENTARY	723,793	204,993	288,403	1,217,189	509.6	3,376	2,532
4. JR-HIGH MIDDLE	1,090,747	206,321	434,620	1,731,688	512.9	4,478	3,359
5. SENIOR HIGH	986,961	136,206	393,265	1,516,432	338.6		
6. BEYOND GRADE 12							
7. ***TOTAL REGULAR DAY**	2,968,984	630,868	1,183,024	4,782,876	1,568.3		
-SPECIAL NEEDS PROGRAMS--							
8. MODIFIED 502.1	46,955	2,977	18,710	68,642	7.4	9,275	9,275
9. INTEGRATED 502.2	144,039	9,132	57,394	210,565	22.7	9,275	9,275
0. 25% TO 60% 502.3	157,999	10,016	62,956	230,971	24.9	9,275	9,275
1. SUB SEPARATE 502.4	164,979	10,459	65,738	241,176	26.0	9,276	9,276
2. DAY SCHOOL 502.5							
3. RESIDENTIAL 502.6							
4. HOME OR HOSP 502.7	10,975	804	4,373	16,152	2.0	8,076	8,076
5. PRE-SCHOOL 502.8	36,169	5,994	14,412	56,575	14.9	3,796	3,796
6. RECREATION							
7. EVALUATION	82,057		32,696	114,753			
8. SCREENING	3,655		1,456	5,111			
9. ***TOTAL SPECIAL NEEDS**	646,842	39,381	257,741	943,964	97.9		
-BILINGUAL PROGRAMS--							
0. PRE-SCHOOL							
1. KINDERGARTEN							
2. ELEMENTARY							
3. JR-HIGH MIDDLE							
4. SENIOR HIGH							
5. ***TOTAL BILINGUAL**							
-OCCUPATIONAL DAY PROGRAMS--							
6. SENIOR HIGH		1,609		1,609	4.0	402	302
7. BEYOND GRADE 12							
8. ***TOTAL OCCUP DAY**		1,609		1,609	4.0		
9. ***TOTAL DAY PROGRAMS**	3,615,826	671,858	1,440,765	5,728,449	1,670.2		
0. OTHER PROGRAMS	10,418		3,857	14,275			
1. ***TOTAL ALL PROGRAMS**	3,626,244	671,859	1,444,622	5,742,725	1,670.2		